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THE LIBRARY JOURNAL

TWICE-A-MONTH | JULY 1924
FOUNDED 1876 | MONTHLY IN JULY AND AUGUST | VOL. 49, NO. 13

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Published—Semi-monthly, September to June inclusive; Monthly in July and August—at 62 West 45th Street, New York. Entered as 2nd class matter June 18, 1879, at the Post Office at New York, N. Y., under act of March 3, 1879. $5 a year; 25c. a copy. Copyright, 1924

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RUTH ANNE OVERMAN,
First Assistant to the Supervisor of the Children's Dept., St. Louis Public Library.

Library Book Outlook

A double fortnight's book-offerings presents a pleasing variety, despite the off season.

History books of interest are Thomas G. Frothingham's 'Naval History of the World-War' (940.9, Harvard Univ. Pr., $3.75), treating of the offensive operations of 1914-15, and compiled from data furnished by the Historical Section, U. S. Navy; and Edward Hale Bierstadt's 'The Great Betrayal' (949.6, McBride, $2.50), a presentation of facts in the Near East situation of to-day, drawn from American sources.

Travel-books include 'Madagascar: Land of the Man-Eating Tree,' by Chase S. Osborn (916.9, Republic Pub. Co., New York, $5), a most comprehensive account of this strange island, written by an American; 'Through Central France to the Pyrenees,' by Maude Speed (914.4, Longmans, $3.50), an account of a five-week tour embracing places of divers and contrasting interest; 'In Unfamiliar England,' by Thomas D. Murphy (914.2, Page, $6), an illustrated record of a 15,000-mile motor-tour; and 'The Contrast,' by Hilaire Belloc (917.3, McBride, $2.50), in which England is admonished to stop thinking of the United States as somehow English and a cousin with family loyalties.

An interesting travel-biography book is 'Moss from a Rolling Stone,' by E. A. Brayley Hodgetts (Dutton, $3.50), the author of which, in a lifetime of travel, met all sorts and conditions of men, 'gentlemen, doctors, ploughboys, thieves.' Other biographies deserving consideration are 'Jane Welsh Carlyle: Letters to Her Family, 1839-1863,' edited by Leonard Huxley (Doubleday-Page, $5), containing a large number of hitherto unpublished letters, and thoroly revealing this most witty and appealing member of the nineteenth-century literary group; 'The True Story of Woodrow Wilson,' by David Lawrence (Doran, $2.50), a work, begun in 1918, aiming to give a frank, impartial picture of the late President; 'The Life of Calvin Coolidge,' by Horace Green (Duffield, $2.50), an intimate, sympathetic biographical sketch; and 'Alfred E. Smith: an American Career,' by Henry Moskowitz (Seltzer, $3.50), the life-story of the Governor of New York, for a while a Presidential possibility.

In politics and sociology we have, further, Edward Conrad Smith's 'Dictionary of American Politics' (320, Burt, $2.50), a reference book for voters, by an Assistant Professor of Political Science in New York University; an anonymous work, 'Behind the Scenes in Politics' (320, Dutton, $2.50), telling how political managers select candidates, why they believe in luck and hoodoos, etc.; 'The Labor Party's Aim,' (331, Macmillan, $1), a criticism and a restatement (96 pages) by seven members of the British Labor Party; and 'A Merchant's Horizon,' by A. Lincoln Filene (331, Houghton Mifflin, $2.50), showing business as it has been, as it is, and as it ought ultimately to become—a maker of men even more than a maker of things and of money.

Of the six or so more or less worth-while new fiction titles, two stand out more prominently than the rest. They are David Garnett's 'A Man in the Zoo' (Knopf, $1.75) another imaginative tale by the author of the prize-book, 'Lady into Fox,' in some respects an advance on its predecessor; and Llewelyn Powys' 'Black Laughter' (Harcourt, $2.50), described as a sort of 'Robinson Crusoe' of the continent of Africa, comprising short stories, some of which have appeared in the New York *Evening Post*.

The other new fiction offerings are Thomas Dixon's 'The Black Hood' (Appleton, $2), a romance of the old Ku Klux Klan days; Richard Dehan's 'The Pipers of the Market-Place' (Doran, $2), featuring the picturesque figures that are to be found in and about Covent Garden, London, in the early morning hours; H. A. Vachell's 'Quinney's Adventures' (Doran, $2), being further amusing adventures, this time among art dealers and art collectors; and a new, characteristic J. S. Fletcher mystery story, 'The Time-Worn Town' (Knopf, $2).

Two drama-books deserve mention, 'Beggar on Horseback,' by George S. Kaufman and Marc C. Connelly (812, Boni & Liveright, $2), a dream-play that is an effective and amusing satire on modern life, and 'Fata Morgana,' by Ernest Vajda (894, Doubleday-Page, $2), a translation from the Hungarian, issued in the 'Theatre Guild Library.'

Poetry-books are conspicuous by their absence, if we except the reissue of Emily Dickinson's 'Complete Poems' (812, Little-Brown, 1 vol., $3.50). This contains an introduction by Miss Dickinson's niece, Martha Dickinson Bianchi.

Two important essay-books are 'The Right Place: a Book of Pleasures,' by C. E. Montague (828, Doubleday-Page, $2.50), treating of outdoor things and the enjoyment that people who both work and think can extract from the holiday spirit; and 'Some Contemporary Americans,' by Percy H. Boynton (814, University of Chicago Press, $2), which, under the subtitle, 'The Personal Equation in Literature,' examines the intentions and successes of a few outstanding and typical authors.

In art and science, 'Everyday Architecture,' by Manning Robertson (728, McDevitt-Wilson, $3.50) offers a sequence of essays, addressed to the public; 'Making of Man,' by Sir Oliver Lodge (575, Doran, $2), tells, in 170 pages, what Science knows about human bodies and souls; 'Foibles and Fallacies of Science,' by Daniel W. Hering (504, Van Nostrand, $2.50), presents an account of celebrated scientific vagaries; 'Woodland Creatures,' by Frances Pitt (591.5, Dutton, $5), gives some new wild-life studies by a noted English nature-writer; and 'Lead: the Precious Metal,' by Orlando C. Harn (669, Century, $3), gives the general reader many interesting facts about this metal and its compounds.

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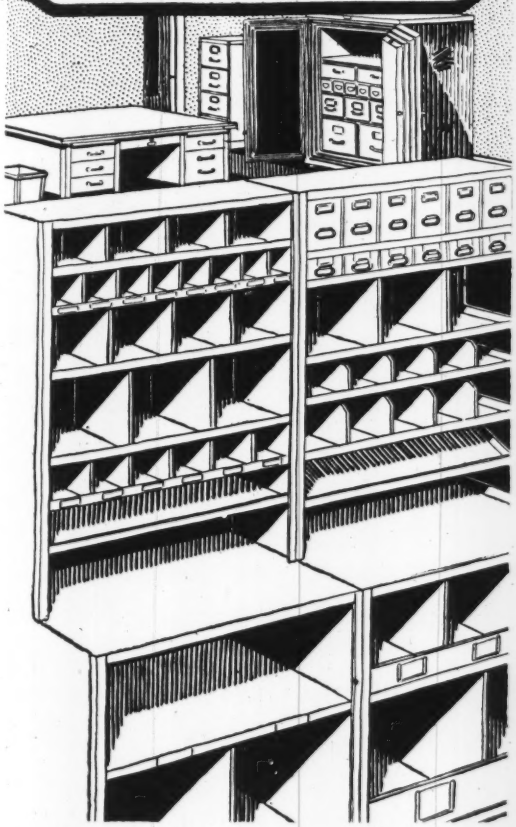

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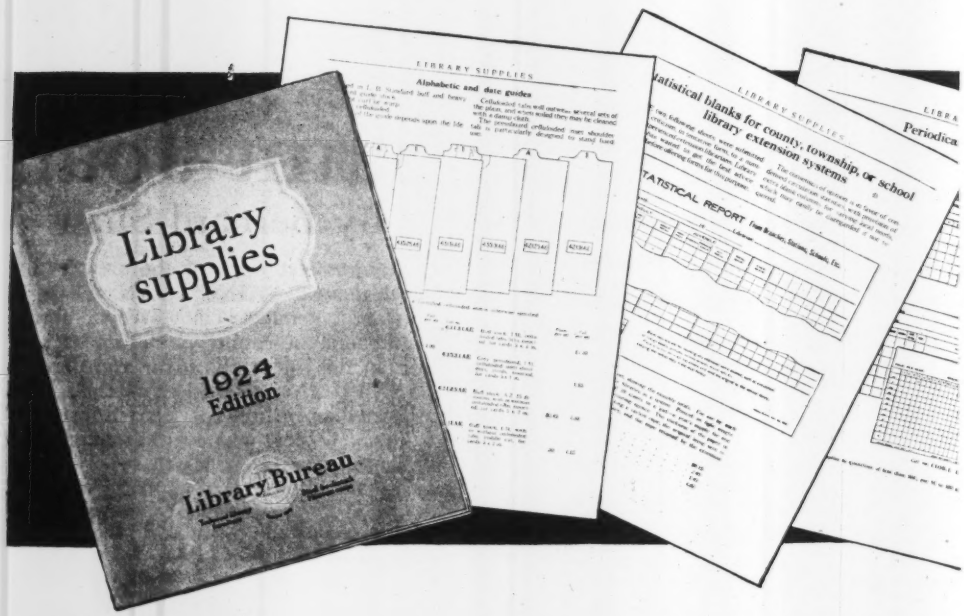

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THE LIBRARY JOURNAL

TWICE-A-MONTH JULY, 1924

Sticking to Our Last

BY JUDSON T. JENNINGS

Librarian of the Seattle (Wash.) Public Library and President of the A. L. A.

IN casting about for a title for this paper, my first thought was to choose the one word "Sanity." That word seemed to serve my need as I wished to speak of some library activities that appear to me sane and also of certain other tendencies that seem to me—otherwise. On sober second thought, however, it occurred to me that the use of such a title might be regarded as an unjustifiable assumption of superiority on the part of the speaker and perhaps also as an unwarranted reflection on the quality of his audience.

My second choice, also, was a single word, "Fundamentals," but this again was quickly discarded because of the aspersions recently cast upon it by our clerical friends. The final choice was the homely expression, "Sticking to our last," and to this title we shall adhere.

You will find my text in a portion of the English Prayer Book: "We have left undone those things which we ought to have done; and we have done those things which we ought not to have done; and there is no health in us. But Thou, O Lord, have mercy upon us, miserable offenders."

A search thru the literature of our profession reveals very little material regarding the theory, function, and scope of libraries. One finds, to be sure, several papers and a few books that discuss this question in a general way, but there seems to be no clear, authoritative, and formal statement as to what libraries should be and what they should do. Perhaps this absence of a formal statement of functions is not peculiar to library work. Perhaps it is due to the fact that libraries, especially our modern public libraries, are comparatively new institutions. Perhaps it is due to the fact that the functions of libraries are constantly changing. These functions today are not what they were yesterday nor what they may be tomorrow. Also the tremendous increase in the use of print and its application to every phase of human action have greatly increased the demands on libraries and consequently enlarged their activities.

In the absence, then, of any authoritative or formal statement regarding the purpose of libraries, one might attempt to discover the consensus of opinion on the subject by making some investigation as to what libraries actually are doing. This will at least reveal to us what librarians regard as their mission. We may not, perhaps, by this method learn what libraries *should be* and what they *should do* but we can learn what they *are* and what they *are doing*.

The very obvious thing that libraries do is to provide books and reading matter for the use of their public. In order to accomplish this, and to systematize the work and make it effective, we have divided our service into departments as other large organizations are compelled to do. So we have one group of departments devoted to the acquisition, cataloging, and preparation of books for use; another series of departments serving the needs of certain groups of readers—the blind, the foreigners, the city officials, the children, the teachers; a third group caring for certain special subjects, such as art or technology; and still a fourth group dividing the book collection and distributing portions of it geographically in branches and stations and by book wagons and travelling libraries in order better to serve the public.

All these departments and their general functions have come to be regarded as legitimate and are now taken as a matter of course. They were not always so considered. To illustrate this point we need only recall the fact that when branch libraries were first suggested many librarians regarded as ill-advised the proposal to divide or separate the book collection, and the further fact that the feasibility of providing separate rooms for children or even of buying

* Presidential address to the forty-sixth annual conference of the A. L. A. at Saratoga Springs, June 30th, 1924.

books for children was considered at first as open to question. These are some of the ways in which the functions of libraries may be said to be constantly changing.

Now in order to develop the departments and services we have just mentioned, librarians have had to overcome many difficulties and handicaps. It has been necessary to prove to an apathetic public that it needs library service. It has been necessary to persuade reluctant city councils to grant meager appropriations for the support of the library. We have secured books and money for our libraries thru pink teas and lotteries, by concerts, picnics, plays, and exhibitions, somewhat as funds are raised for missionary work. And the very experience of meeting these difficulties and overcoming these handicaps has developed in librarians something of the spirit of the missionary.

Then again we have supplied Mrs. Jones with a book on the care of the baby and we have lent Mr. Jones a book on vegetable gardening. It is only a step further actually to assist in caring either for the baby or for the garden. And in these ways we have acquired the attitude of the welfare worker. We have taken a motherly interest in our readers and their intellectual needs and as a result our interest in readers and in people has become so keen that when they ask for other and perhaps related services we have become too tender-hearted to deny them.

And I think it is partly because of this missionary spirit, this laudable desire to be of service, that a number of more or less legitimate features have been gradually grafted on to library work. Let me catalog briefly just a few of these offshoots:—Libraries are operating art galleries, maintaining museums, giving lecture courses, operating community centers, and collecting lantern slides. Others install a stage with scenery and drops for dramatics, a moving-picture machine, or a banquet room with facilities for serving large groups. Still others hold exhibitions of various kinds. In going about my own library, I have at different times found exhibits of dolls, or embroidery, or bird houses, or even a collection of dead birds, each poor little carcass neatly labelled with its epitaph. We are all interested in music. It is one of the cultural arts and our libraries contain many books about music. But why stop here, we have said. Why not buy and lend music scores; this is print, tho in a different language. And so we buy the scores, and then we add music rolls and phonograph records. And next we install pianos and victrolas in order that Mrs. Music Lover may test one of Harry Lauder's masterpieces before she makes the mistake of taking it home. Perhaps we have gone too far in some of these things; on the other hand some will argue that we have not gone far enough. Since our libraries lend cook books, should we not provide cook stoves in order that the anxious young housewife may test Mrs. Farmer's recipes before borrowing her delectable book? Since we have laboratories for dramatics, should we not also install laboratories for chemists, machine shops for mechanics, drafting rooms for engineers and architects, and studios for artists? It is all a matter of opinion, and he would be brave indeed who would stand before this audience and state that these are not legitimate library functions. Certainly one who hesitates to criticize his own staff for collecting dead birds has not that quality of courage. To criticize is easy, and it it not my purpose to destroy your faith. I shall therefore confine myself to a statement of a few general principles in which I firmly believe.

First, that library work deals primarily with books and reading—*with print*. Our special function is to make the best in print so available to every man that our libraries will be recognized as making a generous contribution toward a better civilization. Until this is done—and done thoroly, completely, and well—we shall have neither time nor funds for other things and we betray our trust if we use our funds for other things.

Second, that the degree of legitimacy or defensibility of any service that may be undertaken by libraries will depend upon the closeness of its relation to the primary function of promoting reading.

Third, I believe that even in the purchase and use of books themselves the tax-supported public library should avoid certain fields that may more properly be cultivated by other agencies or other types of libraries. I have in mind such classes of books as law, medicine, genealogy, and first editions.

Fourth, I believe that some, at least, of the projects that have been undertaken by libraries might better be done by others. It is conceivable, for instance, that a library may legitimately assist in promoting and even housing for a time the nucleus of a museum, but in my opinion the arrangement should be frankly temporary.

An illustrious member of our profession has demonstrated the fact that our museums need to be revamped and revitalized; that the old-fashioned type of museum is really a deadening institution and has very little educational value: that it would be better to place in storage the greater part of its collection, having on display

at any one time only a small collection, carefully arranged to illustrate and to teach some one thing, and that this small exhibit should be frequently changed in order to illustrate new, or different, things, drawing on the stored collection for this purpose. And this same gentleman has attempted to show us, by his clever pen and his persuasive voice and thru actual demonstrations in his own city and in his own library, that to vitalize museums in this way and to give them real educational value, librarians are often better fitted than are museum directors. The librarian is friendly to students and he is accustomed to lending. He is likely to make a museum of more educational value than others may do. Librarians do not view exhibits with minds focused on rarity and cost, but on value as a tool in teaching.

I hesitate to take issue with this gentleman as he is a good friend, a fair golfer, and an opponent worthy of one's steel. Nevertheless, I am still in the position of a doubting Thomas and I am tempted to ask one or two questions.

Why is it the function of libraries to supply needs in related fields whenever they discover these needs?

Why should we think that we are commissioned to correct faults in other institutions?

If a new type of museum is needed, should we not lend our aid toward better training for museum curators? That is what we are trying to do in our own profession. Maintaining museums and operating art galleries are specialties and require special training, just as library work is a specialty and requires special training. Is it not quite possible that we may be hindering rather than helping the development of these institutions when we undertake to house and mother them? Possibly it is true that to the majority of our readers our libraries also are deadening institutions, that the ordinary reader is bewildered by great masses of books, good and bad, out-of-date and up-to date, some authoritative and some unreliable, all arranged in what to him is an indiscriminate and confusing mass. Perhaps we ourselves should do more in relegating dead wood to storage and in keeping our open shelves alive and interesting.

I have now mentioned some of the things that perhaps "we ought not to have done." Let me speak very briefly of three things that "we ought to have done."

First, among the requisites for good library service no one thing is as important as a competent personnel. I am one of those who believe that better library service, wider fields of service, and larger appropriations for that service will come to us in just about the same proportion and at about the same speed as we are able to secure more and better trained librarians. We have had library schools for a generation and yet only recently have we as an association begun to take really serious note of their needs and to make worthwhile efforts to assist them in solving their problems. This work seems now to be well started. We are fortunate in having it financed.

I hope we can bring to this movement for better library training the same united effort that we put into the Library War Service. To do this we may need to sink individual preferences and accept the consensus of opinion. If we can do this I believe the results will prove worth while.

The second thing that I think we should do is to make every effort to provide library service where none now exists. The British Adult Education Committee estimates that in the British Isles only 57 per cent of the people have access to free libraries. In our own country we are told that approximately one-half the population is without library service. Surely we will not justify our faith in the good influence of books unless we make very serious attempts to remedy this situation. To do this will require much time and effort, field agents, publicity, demonstration libraries, hearty co-operation with state commissions and other agencies striving toward the same goal, and money.

The third enterprise that I think we should undertake is an active participation in the movement for adult education.

It seems strange that in the literature of adult education both here and abroad there is so little mention of libraries. The report of the British Adult Education Committee does, it is true, speak of libraries as an important link in the chain but the report contains no suggestion that libraries shall assume any major function. We librarians insist that the library is an integral part of public education and that the true university is a collection of books, and yet our public and our educators never think of the library as a possible direct agency for education. In the public mind librarians are still caretakers rather than educators. To Mr. Average Man the word "Education" still means "School" and nothing else.

Now I think that this attitude of the public and of educators toward libraries deserves very serious consideration. Before we can decide whether libraries have any part in this world movement for adult education we must first find the answers to several questions. What is adult education? Or rather, what are the best methods of adult education? Must its chief method, the backbone of the system, be formal classes, as in our schools and colleges? That seems to be the idea of our British friends because in

Great Britain adult education is carried on chiefly thru formal classes.

In a recent article in the *New York Times*, Mr. Filson Young makes the following statement:

"The written word, although it remains, is always inferior to the spoken word in its actual power and moving influence, and things uttered with the living voice have an appeal and command an attention which in many cases would never have been achieved at all by the written word."

Is this perhaps the reason why formal classes are considered necessary? *Is* the "written word" actually inferior to the "spoken word" in its power and influence, or has it on the contrary a more lasting appeal, perhaps because it *is* print, or because it is always present and available? It may be, too, that formal classes are considered necessary to keep students together and to keep them interested. It may be that the students need the stimulus of a leader, or that they require a goal and a prize such as are provided by tests and examinations, certificates and degrees.

These considerations suggest that perhaps we are on the wrong track and that possibly libraries are not the proper agencies to take the leadership in adult education. If it is to be a matter of formal classes I for one certainly believe that it is a problem to be solved by our schools, colleges, and universities rather than by libraries. And yet I cannot believe that education thru formal classes will ever reach large numbers of adults. Formal classes require that students shall be at a certain place at a certain time, and that they shall keep pace with the class or drop out. Exceptional students have no incentive to go faster than the class. The books required must be duplicated many times in order to supply the needs of large classes, and only those subjects may be studied in which formal classes are offered. Formal classes take no account of individual tastes or interests. As a matter of fact experience shows that many students do drop out and that extension courses thru formal classes have never reached any large proportion of the population.

We must also recognize the fact that many grownups are not enthusiastic for education. The very word "education" is abhorrent to many of them. They are repelled by its classes, its questions, its examinations, and its air of official mystery. Is there not then an important place for libraries in this world movement? Is it not possible that the majority of prospective students for a scheme of adult education would prefer an informal scheme, without classes? If that is true, I believe the library is logically ordained as the direct and primary agency for adult education. The fundamental tool of education is the book. The chief thing our children learn in school is the ability to read. The formal education in our schools and colleges is at best largely guidance in reading and this is becoming more true every day. If we can persuade students when they leave school that their education has but just begun and that it is something that lasts thru life, then we must also tell them that it must be acquired largely thru reading. For the great majority the books required for this reading must be obtained at the public library. Then why should not the librarian, a specialist in books, guide the reading and become the chief factor and agent in adult education?

The methods by which libraries may do their part in adult education have not been formulated, but the Executive Board of the American Library Association has authorized the appointment of a Commission on Libraries and Adult Education. This Commission is to make a thoro study of the problem and the possibilities and report its findings and recommendations to the A. L. A. Council. The Carnegie Corporation has generously provided funds for this study, and we now have on the staff at A. L. A. headquarters an experienced librarian devoting his entire time to gathering material for the use of this Commission. It is hoped that the Commission will be able to submit a report and a plan for discussion at the next A. L. A. conference.

In the meantime, and in order to stimulate thought on this subject, I venture to outline briefly a few of the methods that may be worthy of consideration in any plan of adult education thru libraries.

It would seem logical, in the first place, to divide the services that libraries may render into two broad groups, which may be termed the indirect methods and the direct methods.

The indirect service would include the assistance given by libraries to other organizations doing adult education work. These organizations would include workers' classes, labor union schools, factory classes, night schools, university extension classes, women's study clubs, and similar groups. The aid rendered by the library would include assistance in the making of programs, the provision of reading courses, furnishing books for study and reference, and perhaps in some cases providing rooms for meetings.

Some may claim that the full duty of libraries in adult education would be met by such indirect service to other organizations. I do not agree with this opinion for the following reasons: In country districts and in many small towns there are no such organizations providing

opportunities for adult education, and yet in such districts there are many who need and would welcome educational opportunities. Then, too, there are many individuals even in our cities who prefer to study independently and would not or could not attend formal classes. For these and other groups I believe the library can render a direct service in adult education.

It is for this direct service that the following plan is suggested.

First. Every large public library should have on its staff one or more readers' advisors, whose special function shall be to assist readers desiring to pursue courses of reading or study. It is true that many libraries are now rendering such a service, but without giving it a name. It should *have* a name and the advisor should be easily accessible in an office where students may explain their needs confidentially. The service should be advertised. In smaller libraries and in county libraries it will be necessary for the librarian herself to serve in the capacity of readers' advisor, using the helps and tools that I am about to suggest.

Second. Part of the equipment of this readers' advisor should be a large number of reading courses, carefully worked out, attractively printed, and provided at cost by the American Library Association. These courses should cover both vocational and cultural subjects, they should be graded to fit the capabilities of different students, they should be frequently revised, and the list of subjects should eventually cover the whole field of knowledge. These printed reading courses would themselves be small books or pamphlets giving a brief outline of the subject and so interestingly written as to entice the student to read all of the six or eight books suggested. The preparation of these courses is a task requiring many experts and ample funds. It is not expected, of course, that these lists would meet all needs. Each reader is a new problem and many special lists would need to be compiled by the individual library, but the printed A. L. A. lists would form a foundation on which to build, they would fit the need in many cases and they would be especially useful in the smaller libraries.

Third. We shall need to borrow from our Bostonian friend, Mr. Lee, something of his idea of "Sponsors for knowledge." It must be recognized that the preparation of courses for individual readers will lead into many special fields where the librarian will require expert assistance. It seems to me that this task might well be taken over by our state library associations, our state commissions, and our state libraries. Working jointly in each state these organizations could compile and make available to librarians a list of educators and experts who would be willing to assist librarians in the preparation of special reading courses.

Fourth. Efficient methods should be devised for getting in touch with all students leaving grade school, high school, or college, in an effort to persuade them, in the language of Mr. Ranck, "Not to be quitters." This should be done thru close co-operation with the school and college authorities. Every student should be tactfully interviewed, by the principal, the teacher, the vocational adviser, or the librarian, and the plan for such interviewing must be carefully worked out by all of these officials in joint conference.

Fifth. For this work on adult education thru libraries many new books will need to be written, books in the style of Wells' "Outline of History,"—books that are interesting and readable to the average man. The need for this is clearly stated in Robinson's book on "The Humanizing of Knowledge." Possibly authors will need to be subsidized to provide the right type of book. Such books are scarce on our shelves at the present time.

Sixth (and this may seem visionary). Some of you have read of a printing plant in one of the southern states that is turning out presentable bound books that retail for ten cents each. If our scheme for adult education proves attractive to large numbers of readers many copies of certain titles will be required. Perhaps some such scheme for providing cheap books in quantities may be subsidized and utilized. Who can tell?

It would be futile to imagine that we are destined to reform the educational system or to alleviate all the ills of mankind. A large percentage of the population would never take advantage of the most attractive educational scheme. They would still prefer to spend their time at the movies, in listening in on the radio, or in the amusements of the season. Probably a majority of the individuals in this largest group are of the twelve-year-old mental caliber for which the moving picture magnates are said to design their output.

Then there is a second group of people, a much smaller group, persons with keen minds and intellectual ambition who will secure their education in any event, and in spite of all obstacles. We need not trouble ourselves about the individuals in this second group but we may note in passing that they will find our plan of great service.

Now I am convinced that there is still a third group and it is to this group that our plan of direct adult education thru libraries would make its greatest appeal. This group is made up of

people who constitute what might be termed intellectually and educationally the middle class, those who are hungry for some such facilities as I have outlined, those who are intellectually capable of profiting by the use of these facilities, those whose educational opportunities have heretofore been limited. There are many evidences that this need and this hunger exist. Read the article by Cora Wilson Stewart in the March number of *Good Housekeeping* about Moonlight schools for illiterates in Kentucky where 50 teachers waited in 50 schools expecting 150 students. Twelve hundred came. Or learn about the experience of the Chicago Public Library when it opened a readers' advisory bureau and found it necessary to discontinue advertising because of the enormous demand.

I have mentioned only three of the things I think we should do. If the need is present for these and other projects, should we not discard non-essentials or superfluous undertakings and concentrate our efforts on more legitimate and more important work? Should we not complete our survey in order that we may first know where we stand? Should we not adopt a program, an "enlarged program" if you will, into which may be tied and co-ordinated the work of our committees and all the efforts of the American Library Association? We shall then have a more definite goal. The American Library Association, the state associations, the state commissions, and our individual libraries will have a distinct service to render to the cause of education. The library will become recognized by the public as well as by librarians as an integral part of public education. The assistance rendered to libraries by this association will become so valuable and necessary that campaigns for membership will no longer be required. And, finally, we shall then no longer need to say with the Apostle Paul, "For the good that I would I do not; but the evil which I would not, that I do."

The Public Library in the Sea of Print

PRINTED matter and facility in reading it has increased so enormously in the past two or three generations that the public library which was once mildly helpful to the community in the books it gathered for its use is now almost negligible in influence if it retains old methods of administration and does not meet the needs of the community by adopting radical changes, writes John Cotton Dana in a "Note to Newark Readers" in the annual report of the Newark Public Library. Ayer's Newspaper Annual puts the total copies of newspapers in this country at fifty-two million daily, or about nineteen billion annually. The periodicals of this country other than daily papers number about 20,000, of which three-fourths are semi-weeklies. Twelve of the 3600 monthlies claim to have a circulation of over a million. Granting this, the twelve monthlies alone issue two hundred and sixteen million copies each year. Allowing the 14,515 semi-weeklies a printing of only a thousand copies, they still put out in a year a total of a billion and a half.

The rare individual who neither subscribes to a monthly magazine nor buys a daily newspaper is yet assailed on all sides by print, from newspaper headlines, billboards, trolley car advertising cards, moving picture subtitles, placards in stores of all kinds, even the mail he receives, which in most cases is in type, not script. The reader who comes to the public library is jaded and sophisticated with print.

How is the public library to compete with all these "casual products of the printing press"? It means that "the library should be in the center of its community, in the center of the daily movement of its citizens; it perhaps means also that, in a large town, branch libraries are essential and should be central to their respective neighborhoods; and it also means that the smallest possible restrictions should be put, within the library, on access to books and journals and to their borrowing." More and more librarians are finding that the inquirer seeks a specific answer to a specific question. To render this service satisfactorily the library must specialize and it must keep its collection up-to-date. It is no longer advisable for a library to index the contents of its books. The appearance of new books which bring the subject nearer to date make useless such labor. ". . . In most fields books and journals tend to decrease in usefulness at a more rapid rate every year; a large part of the books collected through a term of years, by any public library, are obstacles to economical administration in that they merely cumber the shelves; libraries may wisely spend less money each year on indexing the contents of their purchases and more on the dictionaries, annuals, encyclopedias, indexes, abstracts and the like which each year increase in number and completeness." . . . "The flood of print has risen in the stream of fiction as overwhelmingly as it has in any other, and the public libraries which seek to attain a maximum of usefulness with the funds at their disposal, will soon be compelled to make the lending of fiction a very minor part of their work." Less room can be spared for the readers and money for the purchase of light periodicals. A simplification of records is imperative to facilitate discarding books.

The Library the Heart of the University

By HAROLD L. LEUPP
Librarian of the University of California Library

THERE is a notable discrepancy between the conception of a university embodied in Carlyle's apothegm "The true University of these days is a Collection of Books," and that set forth in President Garfield's post-prandial remark at the New York alumni dinner in 1872, "My definition of a University is Mark Hopkins at one end of a log and a student on the other." In matters of detail the universities of today differ one from another as widely as did the peoples of ancient Gaul described by Caesar, but the fundamentals are the same in all. They are Mark Hopkinses, and collections of books. Given these, there will be students. It is with the second of these elements in its relations to the first and third that this paper is concerned.

"The Library as the Heart of the University" suggests physiological analogies. I have tried to draw parallels, but all have proved non-Euclidean. I shall confine myself, therefore, to an account of some phases of the work of one university library, leaving the geometry to my readers, if there are any. I am assuming that the experience of the University of California Library is in a measure typical, since I have found all of our problems duplicated in other institutions of the same type, and imagine that most of them are common property.

The University of California Library entered its present quarters in the summer of 1911. During the last few years of occupancy of the old building physical conditions were so bad and funds so limited that the library could not function properly. The new building and increased financial support afforded the opportunity for readjustment. We were given a fairly free hand and the unfailing support of President Benjamin Ide Wheeler. What was asked of us was that we should bring the library into the proper relation with the rest of the rapidly expanding university: the working out of the problem was left largely to us. We set ourselves to study it.

The Standing Orders of the Board of Regents provide that the University Library shall consist of the general library and the several departmental libraries, the latter being considered "part of the working equipment of the departments to which they are attached, to be provided in the same manner as other equipment, *viz.*, by purchase with funds allowed the departments in the annual budget, or with special funds otherwise available for the use of the departments." Diversion of the book funds of the general library to the purchase of books for departmental libraries is prohibited, but the librarian is given authority to turn over duplicates from the general library to departmental libraries, and also "to deposit in departmental libraries, subject to recall, such other books from the general library as may be required in the work of the departments." Later legislation requires that all books purchased for departmental libraries shall be cataloged by the general library, and that the librarian shall "make an annual inspection of the departmental libraries" and "report to the President concerning the general condition of such libraries."

In 1911 most of the department libraries were small. A few, as those in the engineering colleges and the Department of Geology, consisted almost wholly of duplicates of material in the general library. With the exception of the Bancroft Library of Pacific Coast history, purchased *en bloc*, the Law Library and the library of the Department of Architecture, built up with funds donated to the department, none pretended to represent the resources of the University in the fields of the departments concerned. For the most part they were haphazard in content, inadequately housed in old and crowded buildings, under little or no supervision and with scant accommodation for readers. Books were bought thru the purchasing office on requisition from the departments, and as the purchasing agent was not experienced in book buying he usually felt obliged to follow the suggestions contained in the requisitions as to dealers and prices, and these suggestions were not invariably well-considered. Few departments maintained any systematic record of their orders or possessed a list of the books on their shelves.

Acting upon a suggestion from the library, the Comptroller decreed that the general library should operate as a bureau of the purchasing office for the handling of book orders for any office or department of the university. The library immediately took charge of all book buying for the university, the purchasing agent confining himself to recording the

* Paper read before the A. L. A., July 5, 1924, at the fourth general session of the Saratoga Springs Conference.

requisitions drawn by the library against various funds and certifying his approval on the accompanying orders with a rubber stamp in green ink. The change has not only brought balm to the soul of the business office but apparently has satisfied the faculty, as the only complaints relate to occasional individual cases where something has gone wrong or is thought to have done so.

In connection with this work it seemed advisable for the general library to take over the bookkeeping having to do with book orders. This complicated business had been handled by the university accountant; an arrangement satisfactory to the library and to the business office but not to members of the faculty, who complained that they were never able to learn where they stood, with the result that they either came abruptly up against the fact that their funds were exhausted with a considerable part of the fiscal year still to go, or lost out by the lapsing of unexpended balances on June 30. In accordance with the plan worked out by the library and accepted by the business office, the accountant now lumps the numerous library funds under the head "Library Books," and requisitions are drawn against this single account. The library keeps record of the distribution and at the end of the fiscal year furnishes the accountant with a statement showing expenditures from the various funds, and the university's books are posted accordingly. Meanwhile the library is in a position to show any bewildered professor in five minutes just where his book account stands; it is only one of more than two hundred which we carry.

Our records are kept on carbon copies of the order sheets filed by fund, or by subdivision of a fund, with a summary sheet for each, on which is entered each requisition as drawn. When an order is filled the actual cost is checked against the estimate which appears on the corresponding requisition, the balance shown by the summary sheet being corrected accordingly. In this way a valuable service is rendered to the faculty which the business office is not in a position to render, and at the same time that office is relieved of a heavy burden. Like the consolidation of purchasing this is simply a question of organization; of making the most effective use of the university's administrative machinery. Undoubtedly it costs less for the library to render satisfactory service in both instances, than for the business office to render unsatisfactory service. In the fiscal year ending June 30, 1922, the general library expended for books and binding about $88,500, of which $45,000 was its own budget appropriation. The following year the figures were $89,700 and $45,400 respectively. In other words, the general library, acting as agent for other parts of the university, was responsible for the expenditure of sums approximately equal to the amount expended in its own interest.

As new buildings appeared on the campus and more space became available, the inevitable demand arose in several quarters for the transfer of large groups of books and periodicals from the general library to departmental libraries. As no definite policy had been adopted to govern a situation which had not hitherto arisen, it became necessary to work out something. The plan we have followed is the product of cut-and-try, and like pretty nearly everything else in the administration of the library it is a compromise, the elements to be reconciled being the conflicting demands of various departments, the needs of the great body of undergraduate students, and the necessity for conserving the university's money.

So far as the deposit of general library books is concerned we recognized the advantage to the investigator in science or in technology of having the books and periodicals he needed close at hand, which is to say in the departmental building, since obviously he could not move his laboratory, workshop or museum to the library building. Obviously also, there was no point in requiring a department to duplicate highly technical publications required by the investigator when the general library contained them and they were not of interest to other departments or needed by undergraduates. Upon request, such material is deposited in departmental libraries subject to recall, and in return we require that it be properly housed under supervision, that it be made accessible with reasonable accommodations to the occasional reader not connected with the department who may have occasion to consult it, and that the department guarantee to meet from its own funds the cost of replacement or repair in the event of loss or damage. Material of interest to more than one department or needed for undergraduate or other non-departmental use is retained at the general library, and if this will not meet requirements any department is privileged to duplicate from its own funds. The libraries which have developed under this program comprise collections of varying size purchased by the departments from their own funds or secured by gift or legacy, supplemented by deposits, rarely exceeding a few hundred volumes of highly technical material, from the general library; housed in rooms offering something in the way of accommodations for readers, usually equipped with a departmental

catalog or finding list and some sort of charging system, and in charge of some member of the department's clerical staff whose duties in this connection are rarely more than supervisory. They are used principally by members of the faculty or graduate students in the departments and are not supposed to meet undergraduate needs. The contents of each departmental library is recorded in the general library catalog and each is inventoried once a year by a member of the general library staff. Shorts are reported promptly in writing to the head of the department concerned, who is asked to notify the librarian by a specified date what items have been found. This request is followed up and a reply secured in every instance, frequently within the time limit and nearly always without necessitating more than one reminder. Of the books finally recorded as missing, the department has the option of replacing its own or of authorizing cancellation of the records; but deposited books are replaced by the general library as a charge against the department budget.

It is not claimed that this arrangement is ideal: we know it is not; but temporarily it does meet the more pressing needs of the men engaged in scientific and technical investigation and research without subjecting them to the annoyance and loss of time which would be involved in physical remoteness from books needed in connection with their work, and it does obviate the wasteful use of plant, the heavy overhead and the choice between excessive duplication or incompleteness, which is involved in the more highly developed departmental systems. We are working toward consolidation of the libraries of related departments in a single conveniently located building, in charge of a trained and competent librarian. Such a grouping of the libraries of the life sciences, including Pathology and Physiology, which are near together in one corner of the campus, was advocated by President Barrows, but funds were and are lacking for the construction of the group library building. The plan has much to recommend it. It will reconcile the conflicting interests of related departments, permitting much larger deposits from the general library, insure adequate supervision and provide bibliographical and reference service lacking at present, with a minimum expenditure for overhead.

The departmental problem has practically vanished in the cases of the languages and the humanities. The departments constituting these groups occupy seminar rooms in the library building, and for the most part the small collections belonging to them are housed in these rooms. Of the departments which have recently gone into buildings of their own, Economics has not removed its collection, tho Political Science has taken one section of its library. Education has struck a new note; it has asked the general library to establish a branch in its new building, and this will be done as soon as funds are available; probably in the fall of 1925. Agriculture turned over to the general library its departmental collection of several thousand bound volumes and some tons of unbound material, on condition that a small agricultural reading room with adequate bibliographical and reference service be maintained in the library building. The arrangement has proved eminently satisfactory both to the department and to the library. In general, it may be said that in science and engineering the tendency is centrifugal while in other departments it is centripetal.

In this connection, mention should be made of the relation of the library to those parts of the university outside of Berkeley. Legally we are not concerned with them; actually we have been called into consultation by or in connection with practically all of them. We found trained librarians for the Southern Branch of the University in Los Angeles, the Branch of the College of Agriculture at Davis, near Sacramento, the Medical School in San Francisco, and the Citrus Experiment Station at Riverside, and arranged for the cataloging of the library at Lick Observatory. To the Southern Branch, which is building up a library from very small beginnings, we lend hundreds of volumes annually, while loans to the three other institutions exceed all our other inter-library loans put together. Here again was opportunity to render important service to the university such that we felt justified in taking the initiative. In no case was our action resented as interference; on the contrary our tenders were gratefully accepted and utilized.

As regards the undergraduate student, our chief difficulties were to supply him with accommodations and the books, other than texts which he was supposed to own, necessary to the prosecution of his studies. With more than nine thousand of him to handle the problem would amount to something anywhere; but here it is acute because of the absence of dormitories and the fact that most of the rooming houses are inadequately heated or not heated at all. Even in the summer, when the night chill strikes in with the setting of the sun, one's bedroom becomes a poor place to study, so promptly after supper the procession starts for "The Libe." The reading and periodical rooms with which the new building opened in 1911

accommodated about 600. In 1917 a new reading room was added with a seating capacity of about 275, and five years later the Bancroft Library was sent to the fourth floor and its former ground floor quarters, together with some adjoining seminar rooms, were converted into an L-shaped reading room seating approximately 230. This will be extended by the inclusion of more seminar rooms as the demand warrants.

The reserved book problem puzzled the best brains of the university for some years before the present solution was reached. When it arose the library put a quiet but effective veto on any attempt to divert part of the regular appropriation for books, to the purchase of duplicate copies for class use. One professor whose class reached enormous size secured permission to collect from his students voluntary contributions of a few cents each, to build up the duplicate collection. The idea spread like wildfire, and in the rather chaotic period following the close of the war it led to abuses. The last year this plan was in operation more than $13,000 was expended, not all of it wisely, for reserved books. Of course this operated unfairly, as the levies were not uniform and a student registering in several courses where they happened to be large was mulcted rather heavily. There were other inequalities, and the voluntary feature gradually disappeared. The unfortunate aspects of the situation were more patent to the library than to the faculty or the administration, so the library went on the warpath and fought the student book fee, as it was called, tooth and nail, eventually bringing in the scalp. In 1921 the student book fee was abolished and the library was granted an extra appropriation based upon the incidental fee paid by all students, for the purchase of duplicates for class use. This solution has worked well, the average annual expenditure since it has been in operation averaging about $7,000, including rebinding. For the future we anticipate a gradual but steady decline from this figure.

The foregoing is a rather dry and technical statement of some of the ways in which the library has made itself useful to the university community. If the story does not bear out the promise of the title, it should be remembered that about ninety-nine one-hundredths of the work of the library, the ordinary daily grind which is its *raison d'être*, is not touched upon at all. One other matter is not touched upon for the reason that so far the library has not been able to do much with it, altho it has been the subject of frequent discussion and is at present very much to the fore. It is provision for recreational reading for undergraduates.

Of course any registered student may draw upon the library for recreational reading as freely as he desires; but unless his idea of recreation is rather exalted or unless he is lucky enough to arrive on the scene at a psychological moment, he is likely to be disappointed. New poetry and drama are bought promptly, and the librarian has had the hardihood to lay in a fair selection of recent fiction of the better type; but one copy of a title does not go far, and nothing of the sort is ever to be found on the shelves. I know, because when I want it myself I always have to go to a bookstore. There should be some provision similar to that for reserved books but on a smaller scale, and a comfortably-appointed loafing-room with open shelves, and with descriptive lists and other helpful guides available at strategic points.

Free on Request

The Utica (N. Y.) Public Library has a few extra copies of the *Sketch of Old Utica* by Blandina Miller which are available gratuitously upon request.

The American Social Hygiene Association has a limited supply of back issues of the *Journal of Social Hygiene*. Complete volumes or single numbers desired will be sent gratuitously so long as the supply lasts, to any library on application to The American Social Hygiene Association, 370 Seventh Avenue, New York, N. Y.

Mme. L. Haffkin-Hamburger, Director of the Library School at Moscow, Russia, has forwarded a number of copies of "N'yu-Iorks-kaya Publichnaya Biblioteka," by L. B. Khavkina (2d ed. illus. Moscow, 1920). The title translated is New York Public Library. The work is a pamphlet of some 45 pages. The text is in the Russian language. As long as they last, these pamphlets will be sent on application and postage, by the New York Public Library.

Librarians will find useful the 28-page pamphlet "Books about Books" prepared by the Bureau of Business Research of the University of Illinois College of Commerce and Business Administration, in view of the fact that "a knowledge of the merchandise handled is the first essential to successful retailing." Brief practical chapters discuss learning to read, keeping up with the new books, book reviews, editions, etc., and there is a useful bibliography. (University of Illinois Bulletin, v. 21, no. 40. June 2, 1924.)

They Who Get Slapped

By LOUISE P. LATIMER
Director, Work with Children, Washington (D. C.) Public Library

THIS is a much disparaged group.* It has been disparaged directly and inferentially. It has been decried from various angles.

Part of this criticism comes from our curious American habit of glorifying education and flouting the educator. When some of our modern writers wish to be particularly funny, or whenever they want to create a character quite futile and unable to meet life on its own terms, they are apt to label this creation a professor, a school teacher or a librarian. We share this handicap with our colleagues working with adults and with the teaching body. The liveliest criticism which the work of this particular group receives comes from our rejection of certain books or types of books.

Not in carping spirit, but in order to see more clearly, let us bring some of this criticism out in the open and look at it together. This is important for us that we may keep our sense of direction, and it seems particularly necessary since in awarding the Newbery medal we are presuming to select from the year's literature for children the book of greatest distinction. Have we the right to select the best book, and for the moment, more particularly, have we the ability to judge a boy's book?

The criticism comes in various dresses, one of its popular costumes being: "I read books like that when I was a boy or girl and they didn't hurt me." We all know this old friend. He or she appears not infrequently in newspapers and magazines, and is always superficially plausible. If a man is writing we get the impression of a perfect devil of a fellow whom a mere woman couldn't understand. The articles are apt to carry the subtle intimation that the books are harmless, for just see him! This same man would not advocate his children walking five miles to school in deep snow because he did and is apparently no worse for it. If a woman, we hear, tho not so frequently as we once did, "I read the Rosy Margaret books when I was young, and I have had three children, two boys and a girl. I would like my girl to have them." Such thinking has influence, and hinders by so much an approach to standards.

Another criticism is made by hack writers and their defenders who do not specify their own work but attack and ridicule a standard that would exclude such books. The danger here is from the sympathy of those who say, "Oh well, those books are not so bad." It is hard to realize that much reading of these "not so bad" books forms a habit and that this habit may destroy for all time the young person's power of reading worth-while books.

The chief weapon, however, against children's librarians is the indiscriminate use of the term "high-brow." By "high-brow" these writer-critics sometimes mean a judgment that would exclude, or keep within reasonable bounds the use of such books as theirs. These advocates of cheapness in reading, these defenders of series that the boy or girl has difficulty in giving up once he or she has started them, say: "Such books are not bad, they are not poor; their style is not up to the finest English, they may not be high-brow enough for you, but the boys like them."

These writers must know or could easily verify the fact that children's librarians do not turn down books because they lack literary style. They have only to look at the juvenile collection in any public library to know that this is not true. Yet when a defense of mediocre writing is needed the high-brow accusation is usually brought forward.

As to the argument that boys or girls like them. Without doubt many do. There are few girls who do not enjoy too much candy (the physical effect of too much candy is not unlike the mental effect of this sort of reading); there are few boys who would not enjoy many things that would harm them. If we are going to set up what children like as our standard in book selection we will have results as baneful as we would have if we set up such a standard in other things. We have all met young people raised on this basis of what the child likes. This of course is the negative side—the not considering what a child likes. This group knows well the positive side, that the essential, the one thing to be kept in mind by a children's librarian in reading a child's book is whether the girl or boy will like it. If he or she will not the book has little prospect of usefulness. This is a *sine qua non*, but we go further and we ask "Has this book any value?" If the child will like it and it has no value we reject it; if he will like it and it has value we receive it joyfully.

* Paper read before the Children's Librarians' Section of the A. L. A. at the Saratoga Springs Conference, July 1, 1924.

We scarcely need to mention that a child raised on mediocrity, be it reading or anything else, cannot be handled as a child who has lived with worth-while things. But even here are many exceptions and many surprises. We assume too readily that because he has not he will not. For the most part our children like what we give them; by what we, parents, teachers and librarians, give them we strengthen good taste or spoil it. The fact that most persons dealing with children far underestimate the ability of a child to like nice things is at the bottom of our having so much educating and so little culture. We want the children to have the best, and we are afraid to give it to them.

One might almost imagine sometimes, to hear us talk, that taste is aristocratic and snobbish. It is not snobbish or "high-brow" to like beautiful things for themselves. It is snobbish to pretend to like them because they are fashionable. I think in America we are cultivating commonness as if it were a virtue. We must, if we do, reap our reward.

William E. Kellicott in his book, "The Social Direction of Human Evolution," says: "Elevation from mediocrity to superiority has far greater effect upon the social constitution than has elevation from inferiority to mediocrity." Has not most education in America tended too greatly to the elevation of inferiority to mediocrity at the expense of elevation to superiority? We see on every hand evidences of a change. We are at last recognizing a great need for leaders of thought. We are setting ourselves the task of developing individual talent, of raising mediocrity to superiority. We must do this if we are to progress other than materially, for our emphasis on raising inferiority to mediocrity, our standardization of children, is losing to the State a goodly part of the creative quality of its individuals. Our false interpretation of democracy is responsible. We have almost seemed to think that the very word democracy had a virtue in it to make us all equally able, equally trainable. Librarians have sinned in this regard as have schools and society. In our effort to make readers of children who, because of limitations of heredity, environment or mental ability, may never make readers or readers of better books than those we are trying to discourage, have we placed too much emphasis on stepping stones? Succumbing to the "high-brow" accusation, have we put titles in our collections that should not be there?

A close second to this high-brow bugaboo is another that should be spoken softly. They call us old maids. Now no one, least of all the busy members of this section, unduly minds adverse labels, except as they interfere with her work. As an example of this type of criticism I quote the following from the pen of a voluminous writer for boys: "We all have our theories as to what is best for the boy, especially if we have no boys of our own. Who has not pitied the boy left to the care of a spinster aunt? Who has not sympathized from the depth of his soul with the child of a specialist in child study? The normal boy is neither a prig nor a prodigy; he is just a healthy, noisy, shouting, singing young animal. His maiden aunt may have certain ideas as to what is proper but what does she understand? She has no children, but her confidence in her knowledge of children increases in the square of the distance from the probability of having any." I interrupt the quotation to point out that so far as I know our masculine colleagues have not been called on to show the family Bible before being allowed to judge books. The fallacy here seems to be the irrational idea that physical parentage is necessary to, or brings with it, an understanding of children. How glad many wise parents wrestling in prayer for a knowledge of their offspring would be if it were only true, and how much simpler the work of teachers and librarians would be if it could only be true.

But to return to our author: "Often too her plan for his reading is fearfully and wonderfully made, just because she has thought of what ought to be in the boy instead of what is in the boy. If he is normal he prefers Samson to Shelley, and Jeffries to Swinburne. He would rather tell of the pitchers in the national league than hear of the virtues of the wise. He may be interested in the artistic touch in Rossetti's Damosel, but the chances are he prefers a "damosel" who may be less blessed but at least she is of the flesh and blood and can readily distinguish the duties of the umpire from those of the shortstop."

The article would not be worth noting but for the fact that such an opinion is accepted by many persons who look no deeper. Furthermore, the opinion is exaggeratedly symptomatic of an inhibition owned and not resisted by some of our strongest masculine supporters. In its early publicity, to give one example, so great an organization as the Boy Scouts, which has done some excellent work to supplement the book work we aim to do for boys, set out with just about this idea, that virile books must be had for boys and it would take men to find them. They must have discovered, what we know to be true, that virile stories for boys not known and used by this group are not to be found. This is no particular credit to us since,

tho one reviewer might easily miss a good book, the whole group could scarcely let one get by.

I believe I can go further and assert that few fathers, if any, and few leaders of boys, if any, could tell you as accurately and sympathetically —not sentimentally, mind you—what a boy likes to read as a children's librarian of many years' experience. This is not remarkable, for more boys and boys of more types pass thru her hands, and she has their own testimony to support her opinions.

We cannot help but recognize, however, that the points of view connoted in these expressions ("highbrow," "old maid," etc.), have made a consistent approach to standards difficult. Have we let such criticism lower our standards of book selection? It is only as we have done that or as it has weakened our position in the community as judges of reading for young people that the criticism matters.

Our literature for children is now rich enough and abundant enough for us to take a firm stand. We choose a book because it has some positive value, because it is thrilling, because it is interesting, because it is well written, because it rings true or because it gives facts worth knowing. We reject a book because it is ethically unsound (and some of our most pious books are), or untrue to life, or mediocre.

Mediocrity is probably our chief stumbling block in book selection. We are inclined to be too gentle with the work of authors who bring out one book and, on the strength of that one, write another and another often on the same note. Popular names, past and present—why not face it?—are the bane of our work. Names, unfortunately, that are heard often have a tendency to become great. We are only too familiar with this phenomenon in politics. This we must watch in ourselves and ward against. If we did not so sin against our book funds we could, without doubt, improve more than we do the quality and lessen somewhat the quantity of the work of writers now turning out one or more juvenile books a year.

One of our writers who can sense a period and write entertainingly of it, wrote two good books, one fair one, and then fell a victim to the popular demand for mystery stories. To my mind she has not written a book worth spending public money for since that time. While mystery stories can be great, made-to-order fiction rarely is. How many of us are going on year after year buying her books? If we would stop buying them I do not doubt she would take longer for each book and might make them again worth-while.

There are others, of course, who cannot write but who write nevertheless. One writer who combined the two faults of not taking pains and lacking ability actually remarked that she never read over a story or book after she finished it. If she did, she said, she might not send it off to the publisher. We have not reached her with our ideas, have we?

This, then, I think can be said to our shame. We have not been firm enough in rejecting new books of poor quality nor in weeding out poor books already in our collections. We *should* reject books and weed books for mediocrity. We can do it. We have earned the right to do it.

Of course a publisher would rather bring out a good juvenile and a bookseller would rather sell a good juvenile. They have their values and their pride as we have. We will not, therefore, by setting our faces determinedly against cheapness, be working against or out of sympathy with either publisher or bookseller. Nor indeed are we working against the authors. While a poor juvenile may have a large sale the first year or two, one more carefully written will prosper for years and be a source of income for the writer. While good children may die young good children's books do not.

If you have any doubt as to your power and your great responsibility, let me cite a few examples that are true. In one city the agent for a set of books complained bitterly to the librarian that she could not sell the books in that community because the library would not O. K. them. An editor of a large publishing house addressed, at their request, a group of writers on the sort of juvenile books needed. The editor took at least fifteen minutes to explain to them that unless a juvenile book received the approval of children's librarians it had little chance for success. The manager of one book store reported that she could not get rid of a lot of books bought when she opened her shop. She said, "People come in, look at them and say the library does not recommend these books. I am convinced it is financially wise 'to go along with' the Public Library."

Since we have the power we must use it, humbly but fearlessly, in our book selection and in our advice to parents and teachers. We must in our community stand up for worth-while reading first, and always the best way, by recommending the good, and second, when necessary, by warning against the poor. We may not excuse ourselves, as we too often do, I am afraid, by not being quite sure in the case of a given book. Mediocrity that is cheapness in the mind of one reviewer may not be mediocrity but a mood; mediocrity in the minds of many reviewers is pretty apt to be mediocrity, and we have available professional estimates of each

book. We have the *Booklist* and the lists of other careful librarians.

In our co-operative reviewing I wonder if we know how to make a good strong minus sign, and whether, sometimes, we do not lazily assign a plus mark because the book is by a good author or from a good publisher. The influence of each individual in this work goes far beyond her own library and community. The publishers are watching our book lists and quoting our book notes to such a degree that a careless recommendation or approval of any of us may become a source of embarrassment to all of us. Altho we are often careless in first estimates of books and in first purchases, our carefully prepared book lists, the country over, vary little. Our judgment therefore must be pretty uniform on a long thought.

The weak points in our armor therefore are not, I think, lack of ability to judge a book for young people, but are purchasing new titles too freely and not discarding old titles freely enough. As a group the co-operative evaluation of new books is increasingly well cared for, but we still lack and need badly a co-opertive method of weeding our collections.

While we are shouldering the responsibility of juvenile books could we not discourage the feeding of young children on wretched little humanized animal tales—stories excused because they are supposed to give nature facts? Reading many of them, we understand what John Burroughs meant when he said of nature stories, "It is one thing to treat your facts with imagination and quite another to imagine your facts." Parents who would fear the result of feeding their children largely on the food easiest to get cheerfully feed their minds and their souls on these cheapening "bed-time stories."

The radio is with us. We can also help to establish a standard of stories to be told to the child over the air. This matter of the bedtime story hour is not to be laid aside as unimportant, nor is it old maidish to consider it seriously. Mr. Roosevelt shows in his letters to his children how important he thought it. We see what infinite pains he took to give good things to his children. However we may differ about him we could not class Mr. Roosevelt as an old maid, I think.

In ending this sketch of the things you all know as well as the speaker, I should like to ask you to consider the question of published reviews of children's books. You must find yourselves distressed by the treatment given them in all save one or two magazines and newspaper supplements. Children's literature has such character, some of it such distinction, and much of it such importance, that it should be given more dignified position and treatment in journals otherwise so excellent. The selection of the books to be reviewed and the usual trivial, one might almost say futile, reviews themselves give and are bound to give an unfortunate and misleading impression of children's literature to the general public.

One thread runs thru what we have been considering. That thread is quality. What then is quality? We say a book has it and pressed for a definition we find it hard to define. I ask any of you who try to illustrate quality in a book to read aloud the opening pages of one of the books of the author whose work we crown today* and then read aloud the opening pages of any of the twenty or thirty books of a machine writer or a syndicate of book writers.

To my mind the greatest adventure stories that have been written for young people in the last decade are the work of this author. They have the elements that we look for in a boy's book, including the fact that the boys read them eagerly. They have quality. Let us nail them to our mast and say to those who question or discredit our judgment, "These are examples of good books for boys. Match them with hack writing if you can."

Newbery Medal Award

THE John Newbery Medal awarded by the American Library Association at its annual conference for the most distinguished contribution to American literature for children during the year was awarded to Charles Boardman Hawes, author of "The Dark Frigate" and other sea tales. Mr. Hawes died in 1923. Mrs. Hawes was present and accepted the medal in her husband's name.

Charles Boardman Hawes has been recognized as the author of original and fascinating sea stories. He has recreated the atmosphere of the old buccaneering days. He possesses also a first hand knowledge of ships, crews, and storms which he describes in a style of rare clarity and power. In 1920 appeared "The Mutineers," and it was at the time hailed by some of the author's most enthusiastic admirers as a second "Treasure Island." "The Great Quest" appeared in 1922, and deals with a voyage to South Africa. "The Dark Frigate," which won the Newbery medal for 1923, is a historical tale of the days of Charles I of England. The death of Mr. Hawes before the publication of his last book is deeply regretted by all who have observed the valuable contribution he was making in the field of children's literature.

* Charles Boardman Hawes.

Guiding Children's Choice in Reading

By FRANCES H. KELLY
Head, Department of Work with Schools, Carnegie Library of Pittsburgh

IN the guidance of children's choice of reading, there are three factors of supreme importance to the value of the school library: A librarian or library teacher who has appreciation of fine things, knowledge of books, understanding of children and knowledge of the interests of the individual child, and enthusiasm for the task of bringing the book to the child and the child to the book; a varied collection of good books chosen with due regard to the interests of children; and ample time for library work in the school curriculum commensurate with that assigned to other subjects of instruction.

In choosing book material for the school library collections, it is extremely important not to regard literary quality as the sole basis for selection, altho it should always be kept prominently in mind. May I emphasize that it is necessary to be wary of all abridgments, but especially abridgments of the *great* books. They will have lost some of the things which have made them great literature. This tendency to use abridgments instead of the author's original product is a real pitfall in this modern age when "short cuts" beckon at every corner.

The influence of living with the right kind of books cannot be overestimated. Every chance and encouragement should be given to children to browse among books which represent the best thoughts of the ages on all subjects which touch upon the interests of every type of boy and girl.

During the elementary school period when children are unusually receptive and responsive to influences, there is certainly no more satisfying task than that of introducing to them the books which can impart something of the inspiration and breadth of view which only the minds of the "truly great" can give,—those immortal thoughts "that pierce the night like stars."

The ideal method, of course, in awakening interest in the books that the children should not miss reading, is to work with the individual child, and while it is impossible to fully attain to this ideal, much can be done toward this end. The library teacher in a school works with a definite group of children so that she has opportunity for the study of the particular interests of each boy and girl. The real test of how well she has used her opportunities for the guidance, suggestion and inspiration of children's reading lies in whether or not the individual child becomes interested enough to make the use of books a natural and unconscious part of his development.

May I illustrate with one instance in which this was done. A boy in the eighth grade of one of our schools which has classroom library collections, was appointed as the school librarian of his grade and several others, for a period before and after school hours. He took his task very seriously, and not only himself became more interested in reading, but took unto himself also the guidance of the reading of his fellows. His teacher was most agreeably surprised and impressed with the resultant effect for good on the members of the other groups with whom he came in contact. She said that the other teachers spoke of a general improvement in the class work of these groups, and that this boy became so interested that during the summer vacation months he worked out, on his own initiative, an interesting project on the evolution of a library, including the Stone Age, the age of scrolls, the mediæval monastic library, and the modern library.

The main objective in school library work, in my opinion, is to induce the child so to love books that he will be dependent on their use all his life. James F. Willis says, "It is by being in the presence of books from childhood that a love for them is unconsciously acquired . . . whoever is not a booklover before he reaches manhood shall hardly attain it afterward—disuse atrophies this power."

In the lower grades, the library teachers can begin by using lovely illustrated editions and by telling the nursery rhymes and the old folk tales, keeping foremost in mind the idea of having the children "like the look and the feel of a book." This is an admirable beginning.

Great leeway should be granted to the child in the selection of his own books, and encouragement given him to relate to others in the group something about them. This chance for self-expression is valuable for the child as well as for other members of the group, some of whom are much more likely to be interested in the point of view of one of their own number than in that of the library teacher.

* Paper read at the meeting of the A. L. A. Elementary Schools Round Table at Saratoga Springs, July 4, 1924.

This can be further developed by the use of the written annotation, if properly handled. One of our library teachers had as a project "The Making of a Title Catalogue" which was incorporated later in the regular author catalog provided for our elementary school libraries. On this title card, the best brief annotation written by one of the children was selected for permanent use. As a result the catalog has come to mean much more to the students and many more of them consult it before making their selection of a book for home reading.

Every platoon school in Pittsburgh has an individuality of its own and so the libraries in them naturally differ in character. Each library teacher develops her own library instruction program and spends much time and thought on ways and means of interesting the children indirectly in books they should not miss reading in their particular grades. Author games, book riddles, charades, any of which appeal to the children, may be useful occasionally in testing their knowledge of what they have read. Indeed most children like to invent ways of testing themselves if given the opportunity to do so. One boy recently wrote on the blackboard in the Library several words, each of which represented an author. The library group had great fun guessing these. Some of them were: Healthy—Hale; Elevator—Otis: Island—Ellis; Animal—Lamb; Two—Twain; name of favorite player on Pittsburgh's baseball team—Grimm. The making of sentences containing the names of authors is also a favorite pastime. Effort is made also to keep the teachers in close touch with available resources for reference material which will enrich the classroom period. The value of close correlation of books with curriculum cannot be measured, and much thought is given both by library teachers and the Schools Department Staff of the Public Library to mastering the Course of Study for each subject.

Bulletin boards and exhibits play a large part in bringing to the attention of the children suggestions for the further investigation of books. The various departments of the school co-operate in this work, as for instance when the Art Department has a child letter a poem which has been selected as appropriate for introduction to the groups, or when the Community Activities Room uses book character like Peter Rabbit and Little Black Sambo as subjects for wood carving.

The public library is ever on the alert to keep in touch with school developments and with books and related book materials which will be helpful in these developments. Each month library teachers in the elementary schools and members of the Schools Department Staff of the public library meet for mutual exchange of ideas for this work of developing in the boys and girls a love of reading.

A School Bulletin is published twice a month by the Schools Department of the Carnegie Library of Pittsburgh and is distributed to every school in the city—public, private and parochial. This attempts, by suggesting brief lists of books on special or timely subjects, to anticipate book needs in the schools. Valuable suggestions for this sheet come from school officials, principals, library teachers and classroom teachers. Some numbers of the bulletin which have been alluded to as particularly helpful were lists on the following subjects: "Ballads of Long Ago," "Some Famous Men and Women of the Twentieth Century," "Favorite Books of Well Known People when they were Boys and Girls." The last issue for this semester was given over to a vacation reading list for younger boys and girls. This was compiled by the Children's Department of the Carnegie Library of Pittsburgh and will be used by the school children during the summer vacation months at the Central and Branch Libraries in the city.

Library Week in Schools has now become a regular event every spring in Pittsburgh. Its observance is left to the classroom teacher, where there are classroom libraries in the schools, and to the library teacher, of course, where there is a school library. Among other things, it provides the Schools Department of the Carnegie Library of Pittsburgh with an occasion for suggestions. These are presented thru a special School Bulletin.

Last year, during this time of special observance, Dr. Davidson, superintendent of the Pittsburgh Public Schools, asked the Library to compile a short list of books for each grade to be used as supplementary home reading. He has directed that a report of the use of this list, which is called "Some Books Boys and Girls Like," is to be called for each year at the time of Library Week in the Schools and this report for each child recorded on a special form card supplied for the purpose. It asks for the following items: date, grade, author, and title. At least three, and not more than ten, books read by each child are to be recorded for each grade, and after several years a study of the record is to be made. This should be of interest particularly in showing the children's librarians and the school librarians the aggregate num- of children in certain grades who like certain books. It may also show, I think, how necessary it is to have some attempt made to balance the reading diet of many of our children.

The Saratoga Springs Conference

THAT the forty-sixth conference of the American Library Association will long stand out as among the most successful the association has held seems to be the verdict alike of veteran members who have attended conferences for a generation or more and of younger members who have attended the notable conferences of recent years. Held at Saratoga Springs during the week of June 30th to July 5th, when if ever hot weather might have been expected, and coming but six years after the war-time conference held in the same place, it would not have been surprising if the weather had been oppressive, the attendance only fair, and interest in the meetings lukewarm. Yet never was a conference blessed with more perfect weather; the total registration outreached 1200 and the full attendance was probably nearer 1400; the quality of papers and discussions ranked high, and enthusiasm was general.

Contributing largely to this result was the universal interest in the subjects of Adult Education and Education for Librarianship to which the conference as a whole was dedicated. Excellent work on the part of the Program Committee had brought these subjects to the fore, while leaving plenty of opportunity for the discussion of other vital problems by the various sections, groups and affiliated associations. So keen was the interest in adult education, for example, that an unscheduled round table, probably the first on this subject to be held at any A. L. A. conference, was attended by 110 persons, representing all parts of the country, altho at the time other important group meetings were in progress. The conference program as a whole, however, was unusually free from crowding. Local entertainment had purposely been omitted, but opportunity for individual recreation had been provided by leaving one period free from meetings each day except Tuesday.

Headquarters were at the Grand Union Hotel. Of the four general sessions planned for Convention Hall, two were transferred to its more satisfactory Ball Room, and the meetings of the affiliated associations and of the larger sections and round tables were held in these two places, in Skidmore College Chapel, or in the Casino in City Park—the last-named building, once famous as the Morrissey-Canfield gambling house, now the virtuous home of a local historical society.

FIRST GENERAL SESSION

The first session, held Monday afternoon in Convention Hall, was well attended, altho many who travelled by automobile were badly delayed by an unusual number of roads under construction. The subject of the session, Education for Librarianship, was taken up from three points of view. Rena Reese, of the Denver Public Library, discussing, in a carefully prepared paper, the training of the library assistant by the customary training-class method, outlined the requisite successive steps by which high-school girls contemplating entering the library profession should be first guided in their reading, then trained, and ultimately developed into effective assistants and worthy candidates for a library school course.

Past-President Alice S. Tyler, in a paper entitled "As It Is and As It Might Be," reviewed the present situation in education for librarianship and pointed out the difference between library economy, which she defined as the application of library methods, and library science, consisting of research and teaching. She suggested the possibility of great future expansion in librarianship along these latter lines, and outlined the essentials for its development as a true profession.

The question "Why Educate for Librarianship?" was discussed at length by Adam Strohm, of Detroit. Calling attention to the extent of scientific research now under way, and the amount of printed information accumulating on library shelves, he declared that altogether too much of it is unused and unproductive because its keepers are not familiar with it nor fused with the spirit of earnestness that produced it. If librarians are to participate in the great task of co-ordinating international effort and knowledge, they must have the necessary equipment. The call is for educated individuals, trained in the principles of modern library service and with minds trained to be of an inquisitive turn, liberal, dispassionate and governed by a deep sense of integrity.

Following the addresses, Secretary Milam made several announcements, and urged all those present to remain till the end of the meeting for a special feature not on the program.

L. V. Coleman, of the American Association of Museums, with headquarters at Washington, was then introduced. Referring to the fact that his association had had many inquiries from libraries for information regarding museums, he announced his intention of visiting at once various parts of the country in order to confer with librarians in regard to the ways in which his association and the libraries might help each other.

Then came the unscheduled feature,—the presentation of a silver loving cup to Mr. and Mrs. Henry James Carr of Scranton. President Jennings, calling them to the front of the hall, expressed in happy and humorous vein the sincere affection felt by all members of the Association towards the Carrs, thruout their long record of attendance at its conferences, Mr. Carr having attended thirty-nine and Mrs. Carr thirty-five. Completely taken by surprise, Mrs. Carr, and later Mr. Carr, responded with much feeling. The event was perhaps the most delightful feature of the conference.

SECOND GENERAL SESSION

The second general session was held Tuesday evening, July 1st, in Convention Hall, Marilla W. Freeman, of Cleveland, first vice-president, occupying the chair. At this session geographical extremes met and compared notes when Frank H. Chase of the Boston Public Library and Milton J. Ferguson, state librarian of California, told respectively what people are reading in Boston and in California. Both papers will be printed in a succeeding number of the LIBRARY JOURNAL. Mr. Ferguson said that what people are reading in California is what people are reading in the east and other parts of the country, because the population of California is composite, comprising the same elements to be found in other sections.

Mary Elizabeth Wood of Boone University Library, Wu-Chang, China, introduced as one who had inspired many young Chinese to come to America for library training, held the keen attention of the audience as she described the present library situation in China and her hopes for its development. Miss Wood told of the efforts that had been made to get the public library movement started in China, but said that it would not succeed until the leading men of China could be interested in it. This could only be brought about thru the influence of an American library expert who, she hoped, might be sent to China to found a Chinese Library Association and link it up with the A. L. A. The funds are partly ready and more are promised. Such an expert would be well received by the leading men of China. She is in hopes that a goodly share of the remainder of the Boxer indemnity fund released to China by an Act of Congress signed May 21st of this year, may be granted for the establishment of public libraries, but no matter how large the sum, it will be the nucleus of a great library movement, if the desired expert is sent to establish it on a sound basis.

Following Miss Wood's paper, which was warmly applauded, came the annual business session, for which President Jennings took the chair. Referring to the fact that this was Dominion Day, he paid a warm tribute to the Canadian members of the Association which, he reminded his hearers, recognizes no boundary line in membership.

Reports of the Secretary, Treasurer, Finance Committee, and other committees, which had been printed in a fifty-page pamphlet, were accepted and placed on file. The report of the Trustees of the Endowment Fund which, owing to the death of W. W. Appleton, was not ready in time to be included in this pamphlet, was announced as completed and was accepted without being read.

Out of respect to the memory of thirty-two members and four former members who had died during the year, those present stood while the names were read by the Secretary. Among the names was that of Ezekiel Harris, to whom Mr. Utley called attention as the last survivor of the Convention of 1853 and as such an honorary member of the Association.

On behalf of the Committee on Library Service (known as the Committee of Five), whose announcements as to its plans for the library survey are made in its printed report, Dr. Bostwick entered a plea for the fullest co-operation on the part of every library, great or small. Even with the aid of the Carnegie Corporation, this enterprise, he said, will not be a success without the help of every librarian in the United States. He introduced Fred Telford, of the Bureau of Public Personnel Administration of the Institute for Government Research, in Washington, who explained briefly the difference between the small questionnaire to be sent to librarians and assistants of selected libraries and the large questionnaire to be sent to head librarians only.

About 100 members were in attendance when the report of the Committee on Constitution and By-laws was presented by its chairman, Henry N. Sanborn. The report was adopted unanimously, without discussion, and thus the new constitution comes into effect.

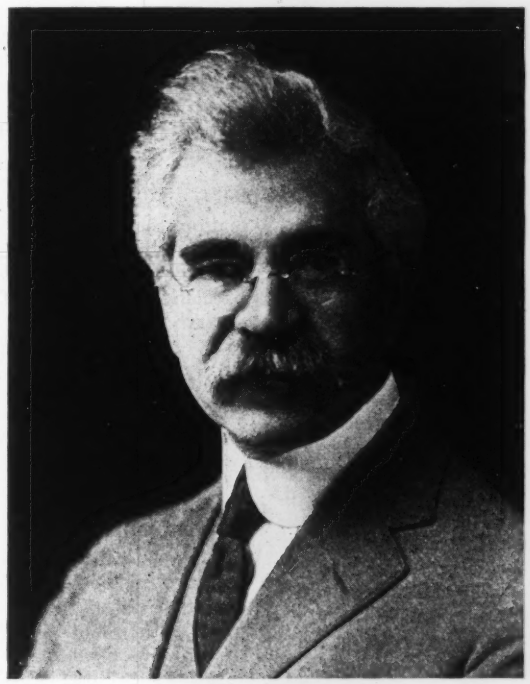
There was considerable discussion, however, over certain amendments to the By-laws which the Committee had recommended in order to make certain sections conform with the new constitution. One proposal was to make the annual dues of affiliated societies a flat rate of $25 instead of the present per capita rate of ten cents for all members not members of the A. L. A., a change which had been requested by at least one of the affiliated societies and would not affect local chapters of the A. L. A. The wisdom of this change was questioned by Messrs. Compton and Ranck and Miss Tyler, and it was voted to

refer the matter to the Executive Board for consideration and report.

Section 8a of the By-laws was amended by providing that the Committee on Nominations shall nominate one or more persons for each position to be filled. Sections 7 and 8 of the former constitution, relating to meetings, were by vote transferred to the By-laws, thus permitting more prompt action as to annual and special meetings.

In accordance with a vote of the Executive Board of December 29, 1923, the Committee proposed an amendment to Section 16 of the new constitution which would designate as first vice-president the most recently retired president, but this proposal was rejected.

The Secretary announced the receipt of an invitation from George Foster Peabody to attend an informal reception at Yaddo the beautiful estate of the late Spencer Trask, on Friday morning, July 4th; and at 11:11 the session was adjourned, a half-hundred members only being present during the later votes.



H. H. B. MEYER, 38TH PRESIDENT OF THE A.L.A.

THIRD GENERAL SESSION

On account of the poor acoustic properties of the Convention Hall, the third general session, on the evening of Friday, the Fourth of July, was held in the Grand Union Ball Room, Phineas L. Windsor, second vice-president, in the chair. After the singing of a stanza of "America," in recognition of the day, President Jennings delivered the able and convincing presidential address which appears elsewhere in this issue. That the members of the convention were in hearty agreement with his views was indicated by generous applause.

Following this address, Dr. Alexander Meiklejohn, former president of Amherst College, spoke on the theme, "The Philosophy of Education as I See It." Dr. Meiklejohn, referring to the day, said that he had always wanted to make a Fourth of July speech, so by way of introduction to his address spoke briefly on what he conceived to be the place of America in civilization, namely, to be a true democracy which shall be a beacon light to other peoples.

Democracy, he went on to say, implies the education of all the people so that they shall understand their world and how to control it. America's problem is to find a way for 100,000,000 people to think together, to develop one social mind, so that their total judgment shall be sane. At present we have a multiplicity of ideas and complete disorder, each individual impulse pushing for itself. We have to learn intellectual interchange so that out of it all one mind, the mind of America, may be developed.

It was Dr. Meiklejohn's conviction that we are just at the beginning of one of the great spiritual movements of the human race. We are going to find our way into the genuine life of a spiritual democracy. Our instruments are the book, the newspaper, the magazine, speech. Our average college graduate does not read; he considers his education finished. How shall we use these to make many minds into one? Under our present college system, instruction by lectures tends to keep the students under third-rate minds. We must stop this and send the students direct to the books that preserve the thought of the great minds like Aristotle and Plato and, in contemporary times, James and Dewey; from them they should get the principles which will help them solve the great problems of living. At present we are trying to educate the children of uneducated people. Now a people can be a democracy if it can learn to read—to get the wealth already in store in the literature of the race and gradually to weld its individual minds into a single mind.

FOURTH GENERAL SESSION

On Saturday morning was held the fourth general session, a joint meeting with the College and Reference Section and the Special Libraries Association, with President Jennings presiding. Resolutions were adopted expressing the sorrow of the association at the death of W. W. Appleton and deep appreciation of his long and faithful services as chairman of the Trustees of the Endowment Fund; extending thanks to Yaddo for the delightful hospitality shown the association, to Skidmore College for the use of its buildings, and to the Saratoga Chamber of Commerce, the Saratoga Springs press (which gave the meetings generous publicity), Harry M. Ryall, Deputy Commissioner of Public Works, and the local committee on arrangements, and all others who had helped to make the conference pleasant and profitable, and acknowledging with gratitude gifts amounting to $239,100, from the Laura Spelman Rockefeller Memorial, the Carnegie Endowment for International Peace, and the Carnegie Corporation of New York. In especial the Association expressed its appreciation to the Carnegie Corporation "for its continued interest in the American Library Association, and for the financial assistance which is enabling the Association to continue more satisfactorily projects already under way and to undertake important new work which otherwise would be impossible."

Margaret Mann, of the Engineering Societies Library, New York, then read a paper entitled, "Research and Reference in the Special Library," which will appear later in the LIBRARY JOURNAL. Referring especially to business libraries she pointed out the fact that while costs of production constantly vary, owing to the fact that the machinery of production, after a limited amount of use, is worn out and scrapped, the material with which the library deals, namely, knowledge, information, and the results of research, is not worn out nor exhausted, no matter how much use is made of it, hence is not subject to the law of diminishing returns.

The next paper by W. N. C. Carlton, librarian of Williams College, dealt with "Compensations of Reference Work." He had omitted altogether, he said, any consideration of money compensation, since the real compensation of the reference librarian must be sought wholly in the sphere of the intangible. Bearing this in mind, the compensations are of three kinds: first, the satisfying of the librarian's own thirst for knowledge, second, the opportunity to participate in the work of scholars, and third, the opportunity to perform work as a teacher in the field of adult education.

Owing to the earlier departure of Harold L. Leupp, of the University of California, his paper entitled "The Library the Heart of the University," was read by Carl Joeckel of Berkeley. This paper, which described the University of California plan for distribution of books and material among the main library and departmental libraries, and outlined the methods under which it operated, appears in this issue.

President Jennings then invited to the platform R. R. Bowker, who spoke briefly of the great inspiration the conference had afforded, giving it as his opinion that there had seldom been a conference in which so many leaders of the profession had been brought together for personal intercourse. The making of America, he said, is never better borne out than by the way which the American Library Association has adopted of making pilgrimages to all parts of the country.

Mr. Jennings then presented to the Association the newly-elected President, H. H. B. Meyer, Chief Bibliographer of the Library of Congress, who, after briefly expressing his appreciation of the honor conferred upon him, declared the forty-sixth conference at an end.

EXHIBITS

Half a hundred exhibitors scheduled on the advance register pamphlet seem to justify the announcement bulletined that the display exceeded that in any previous conference. The exhibits from county, children's, hospital and prison library sections were important features and library supply-houses, book publishers, periodicals, and library methods attracted attention in the several rooms and stores within the hotel devoted to the purpose, many of these being neatly and tastefully divided into booths to accommodate the numerous exhibitors. So many were these exhibits that it is impractical to list them or to single out displays for special mention.

ENTERTAINMENTS

No official entertainments or arrangements, other than for the post conference excursion had been made, lest the participants in the conference should be tempted away from meetings, but free half days were left open and were generally availed of. The semi-formal reception usual on the first evening gave place happily to a general *conversazione* in the dining room, which produced what Mark Twain called "a cloud of noise" at each meal while the waiters, regular and "extra" did their leisurely best in the congested service room to extricate the orders for their respective tables; and the ample piazzas, the great parlors, and lobby, the inner court and the park opposite gave abundant op-

portunity for group talks and even informal convocations.

The chief entertainment feature was the invitation to Yaddo on the morning of Fourth of July, which was accepted by a large proportion of the conference participants. Yaddo, taking its name from the interpretation of shadow by a little daughter, was the country estate of Spencer and Katrina Trask, by whose wills the splendid house and beautiful park of six hundred acres, two miles out from the town were left thru a "Corporation of Yaddo" for the benefit of artists of all kinds including authors and musicians. George Foster Peabody, president of the corporation, the intimate friend and life long associate of the Trasks received the guests, with Miss Pardee, secretary and hostess for Yaddo. These enjoyed alike the drive thru the park with its four lakes, its beautiful wood, and its hillside: the architecture and art treasures of the spacious house with the portraits of Mr. and Mrs. Trask, Pen Browning's portrait of his poet father among them; the extended view beyond Saratoga Lake from the broad terrace and the rose garden in full bloom, and the delight in the quiet morning was universal.

Group dinners were unusually many and varied. Most of the library schools had naturally many representatives present and their processions into the dining room called forth the usual recognition. The Special Libraries Association had its own dinner. The Rotarians also gave a dinner in honor of the visiting members of that ubiquitous organization. The Harvard class of 1900 had so many representatives present that they gathered at a breakfast for their classmate Walter Prichard Eaton who had been one of the invited speakers, and another little gathering was a dozen or more who had been together in war work at Newport News.

On Saturday morning the post conference party, numbering seventy-nine, started for the Adirondacks under the experienced and delightful leadership of the perpetual chairman of the travel committee—long may he be perpetual! Of its happy doings an account will be given in another issue of the LIBRARY JOURNAL.

The management had extended an invitation to conference participants to continue their stay over the week-end, and a dozen or more found themselves wanderers thru the places made lonely and silent by the contrast with the crowd and noise of the week. On Sunday evening, these automatically gathered, under the new moon, on the inner piazza, mourned their departed friends and in the fashion dear to the Scotch heart of Andrew Carnegie, joined in a circle with crossed hands, and sang "Auld Lang Syne." So ended the conference of 1924.

OFFICERS

The following officers were elected for 1924-1925: President, H. H. B. Meyer, acting director, Legislative Reference Service, Library of Congress, Washington, D. C.; first vice-president, Margaret Mann, cataloger, Engineering Societies Library, 29 W. 39th St., New York City; second vice-president, John Adams Lowe, assistant librarian, Public Library, Brooklyn, N. Y.; treasurer, Edward D. Tweedell, assistant librarian, The John Crerar Library, Chicago, Ill.; Trustees of the Endowment Fund, Harry A. Wheeler, president, Union Trust Company, Chicago, Ill.; Melvin A. Traylor, president, First Trust and Savings Bank, Chicago, Ill. (For unexpired term ending in 1926, succeeding Mr. W. W. Appleton, deceased.) Mr. Meyer received 2712 votes; Miss Mann 1701, and Mr. Lowe 1622 votes.

Members of the Executive Board: Charles F. D. Belden, director, Boston Public Library, and director Division of Public Libraries, State Board of Education, Boston, Mass.; Frank K. Walter, librarian, University of Minnesota Library, Minneapolis, Minn.

Members of the Council: Harrison W. Craver, director, Engineering Societies Library, 29 W. 39th St., New York City; Asa Don Dickinson, librarian, University of Pennsylvania Library, Philadelphia, Pa.; Harriet E. Howe, assistant professor, Simmons College Library School, Boston, Mass.; Dorsey W. Hyde, Jr., chief, National Civics Bureau, U. S. Chamber of Commerce, Washington, D. C.; Earl N. Manchester, director of Libraries, University of Kansas, Lawrence, Kansas; Anne Mulheron, Librarian, Library Association of Portland, Oregon; Josephine A. Rathbone, vice-director, School of Library Science, Pratt Institute, Brooklyn, N. Y.; Edna M. Sanderson, vice-director, New York State Library, Albany, N. Y.; Faith E. Smith, Principal of Work with Schools, Public Library, Los Angeles, California; Carl Vitz, Librarian, Toledo (O.) Public Library.

A commission on Library and Adult Education was appointed as follows: Chairman, Judson T. Jennings, Seattle Public Library, president of the American Library Association, 1923-24; Charles F. D. Belden, Boston Public Library; William W. Bishop, University of Michigan Library, Ann Arbor; Matthew S. Dudgeon, Milwaukee Public Library; Linda A. Eastman, Cleveland Public Library; W. O. Carson, Inspector of Public Libraries, Ontario Department of Education, Toronto; and Charles E. Rush, Indianapolis Public Library.

THE LIBRARY JOURNAL

TWICE-A-MONTH JULY, 1924

SARATOGA conference, tho not of banner attendance, was one of the most representative and successful of recent years. Saratoga accommodated the conference by repressing its usual July heat and giving perfect weather; the Grand Union Hotel, thanks to Manager C. W. Wannop, afforded unusual facilities; and tho Convention Hall again proved a barn difficult for large and discouraging for small meetings the transfer of later sessions to the hotel ball room mitigated the problem of general sessions. These were few and happily not crowded with papers, but there was the inevitable confusion of simultaneous minor meetings, pulling would-be participants in two, three or four directions at once. It was partly this difficulty which suggested biennial conferences, but as only seventeen members informed the special committee of their desire for this possible relief it is evident that the Association has little interest in the change. The new constitution already old was finally adopted and certain provisions were relegated to the by-laws that any change desired might be more easily effected.

Tho pleasure excursions were purposely left unorganized, the reception at Yaddo, the unique estate left by Spencer and Katrina Trask as a home for those pursuing the creative arts, gathered a delighted company for a peaceful Fourth of July morning and the post conference party for the Adirondacks reached the unusual number of four score.

THE report to the Council from the Temporary Library Training Board, following a first general session devoted to education for librarianship, marks a new epoch in Library development. Its reasonable and careful recommendations, which were printed in our issue of May 1st, were adopted without dissent in the largest meeting the Council has ever held and map out the ground for future work. The surrender by competing committees of their functions will concentrate the responsibility for future suggestions and supervision in the hands of the permanent board for whose work the Carnegie corporation has made so generous and ample provision. There remains the Association of Library Schools, which held a meeting at Albany en route to the Saratoga Conference and had a somewhat lively debate, but perhaps this also will find it advisable to give over certain of its functions and thus strengthen the hands of the new board.

The way will thus be opened for a strong pull, a long pull, and a pull all together, which will promote rather than prevent the variety and differentiation among schools and classes for library training which are vital to meet the needs of students of various types and grades, in a system crowned by a post graduate library school which has yet to be developed.

THE new policy of the Carnegie Corporation, in turning from gifts for individual library buildings to the support thru the A. L. A., of enterprises which will be of value to all libraries, Carnegie and other, made possible the extraordinary announcement that gifts reaching $239,000 had been promised during the year. A large part of the Carnegie appropriation was for developments thru the Library Training Board, and another generous share was in support of the survey of library service by Dr. Bostwick's committee, which has worked out a scheme of questionnaires intended to furnish information and inspiration that will stimulate in the highest degree practical progress thruout the library system. Questionnaires have become neglected or unpopular as the committee on biennial meetings found; and one librarian mentioned that he had asked his board of trustees to relieve him from answering further questionnaires or accept his resignation! Nevertheless librarians should make a supreme effort, to dare or die, when the elaborate questionnaire framed by Dr. Bostwick's committee reaches them, under a merciful dispensation by which it is to be forwarded in sections. The result of this committee's labors should ultimately be most valuable in directing the channels of library training.

The cause of adult education which was the dominant subject of the Saratoga Conference will be promoted by still another of the Carnegie grants, which will lead to wider consideration of the problem of education thru

libraries than has hitherto been possible. President Jennings emphasized the importance of this field in advising librarians to stick to their last and not divide their energies among museums, art galleries and the like. Work in the schools and for children has had the chief emphasis in recent years and this will not be less important because the great and less developed field of adult education, a second grand division, broadens the horizon. In this latter field, work with foreign born has already attracted attention and effort, but we are now to have a larger vision and embark on a new crusade which should incidentally cut down the proportion of fiction and purposefully place libraries alongside colleges and universities, particularly in their extension system, in educating that larger population which is beyond school age. Dr. Meiklejohn, late president of Amherst and nowadays the storm center in college education, was the chief guest of the conference and won general applause by the presentation of his philosophy of education, tho his views proved rather vaguely critical than definitely constructive and left plenty of room for the important committee headed by the retiring president, and of unusual personnel which is to study the subject of adult education and plan specifically for a scheme of service adequate for the large opportunities.

A STIRRING episode of the conference was the presentation by Miss Wood, librarian of Boone college, of her message to our grown-up republic from the youngest of republics and the oldest of nations. She was the one person best qualified to present China's library message for from the outpost of the Carnegie library in the college at Wu Chang she has been the real leader for more than a score of years of a movement which has sent to the library schools in this country many students who are already returning to China to spread the library gospel there. Her immediate purpose in spending recent months at Washington was to obtain the passage of the bill to surrender to China for educational purposes the remaining half of the Boxer indemnity, completing the example we had set to other nations, which has recently been followed by Japan. By unexampled diligence and persistence in interviewing over four hundred members of the House and more than eighty Senators, Miss Wood achieved the extraordinary result in this do-nothing Congress of carrying thru almost unopposed one of the few measures which have become law. The triumph is owing largely to her personal efforts, and the logical outcome should be the appropriation of a generous share of the proceeds of the surrendered claim for the promotion of library development in the Celestial republic. There remains the appointment by the Chinese authorities, doubtless in consultation with our department of State, of a board of control, in which or before which America should be represented by one of its foremost library experts.

LIBRARY ORGANIZATIONS

THE COUNCIL

The business of the Council was disposed of this year in a single session held Monday evening. A roll-call showed nearly seventy present.

The report of the Temporary Training Board with its formal recommendations had been printed and distributed in pamphlet form, and was adopted without dissent and the Board thanked for its services. As a natural sequence, the committees on Library Training and on National Certification and Library Training were dismissed on their own recommendation, with thanks.

The Committee on Federal and State Relations, reporting in regard to a book post, recommended that the project for a cheap rate on books sent between libraries or between libraries and borrowers be made a major legislative activity of the Association during the coming year, and that a pamphlet be prepared to be entitled, "The Case for a Book Post."

R. R. Bowker, in seconding, stated that this is an opportune time in view of the present investigation of postal cost by committees of Congress. In answer to inquiries, Mr. Wyer said the proposed rate of one cent per pound in first and second zones would not add to the postal deficit nor to the burdens of the Post Office Department, since the largest part of the business would come upon the rural postal service, which is not overburdened and has room for expansion. The report was unanimously accepted.

A report from the committee urging that Congress be asked to authorize an appropriation for the publication of an Index to Legislation of the several states similar to that at one time published by the New York State Library, was adopted.

These reports had been printed in the general pamphlet of annual reports. The Committee then presented the resolution, not received in time to be printed, which urged Congress to make more adequate appropriation for the Public Library of the District of Columbia.

Edwin H. Anderson, of New York, thought this a dangerous precedent. Demarchus C. Brown and William J. Hamilton, both of Indiana, thought it within the province of a national association. The resolution was carried by a rising vote of 44 to 20.

Clement W. Andrews, of Chicago, called attention to the difficulties in exchanging interlibrary loans with Canada. It requires four documents each side of the border to lend a book and similar red tape to get it back. Upon his motion the Committee on Federal and State Relations was requested to see if a better arrangement could be secured.

George S. Godard, of Hartford, reported for the Committee on Biennial vs. Annual Conferences that the question had been submitted to the entire membership of the association thru the Bulletin and library periodicals, but had brought only twenty-one replies, of which seventeen favored biennial and four annual conferences. The Committee therefore recommended that the question be referred to the full membership of the Association for a formal vote at such time as the Executive Board might select.

Frank P. Hill, of Brooklyn, thought that a fair vote could not be had by mail any more than thru this committee. He said he would like to see the matter put on a program for full discussion at some future session. It was voted to accept, not adopt, the report.

On behalf of the Committee on Re-classification of Library Employees in the Government Service, Miles O. Price, of the District of Columbia Library Association, reported great success in negotiation with the government's Personnel Classification Board. By persistent effort the committee had succeeded in convincing the Board of the professional character of library service, and in securing the adoption of specifications prepared by them. Mr. Price read several examples of increases of salary which would go into effect July first, and at the close of his remarks, President Jennings complimented the Committee for its effective work.

This completed the docket, and no further session was necessary.

EXECUTIVE BOARD

A report of the meeting of the Executive Board will appear in our August issue.

THE SECRETARY'S REPORT

GIFTS amounting to more than $100,000 were important factors in the year of accomplishment by the American Library Association ending March 31, 1923, reports Secretary Carl H. Milam. It was enabled to make a study of education for librarianship, begin the preparation of a series of textbooks for use in library schools, perfect plans for the survey of library methods and practice with a full-time director and necessary clerical assistance, inaugurate a study of the library and adult education, establish a library school in Paris, obtain subscriptions which insure the preparation and publication of a union list of serials, and to occupy new quarters in the John Crerar Library building at 86 East Randolph Street, leaving the editorial staff, the assistants in charge of sales and subscriptions, the stock of A. L. A. publications and the addressograph files in the old office in the Chicago Public Library. The budget for 1924 shows total expenditures amounting to nearly $188,000 as compared with $104,000 in 1923.

GIFTS

The principal donors were the Carnegie Corporation, the American Committee for Devastated France, and the Laura Spelman Rockefeller Memorial. The Carnegie Corporation gave $12,000 for the Temporary Library Training Board, $5,000 for the preparation of a textbook, $7,500 for the survey by the Committee of Five on Library Service, $6,000 for the study of the library and adult education, $7,500 for headquarters rent, equipment, etc., $3,000 for an editor and a proofreader, and $15,000 for the American Library in Paris (two years), a total of $56,000. The American Committee for Devastated France gave $50,000 for the Paris Library School, providing for summer and winter terms for two years. The Rockefeller Memorial gave $10,000 for the union list of serials, for use in checking the catalogs of the libraries in Washington, D. C.

MEMBERSHIP

Eight hundred and ninety-nine members were enrolled during the year, bringing the total membership to 6,084. The increase in the number of institutional members is 157, of whom 105 have joined since January, 1924. The entire student body of the Atlanta, Pratt, and Western Reserve library schools is enrolled, and the public libraries of Birmingham, Trenton and Denver have taken membership for every member of their board of trustees. Otherwise the membership of trustees is small. The Membership Committee has adopted as its slogan "10,000 members by 1926," and John Adams

Lowe, the chairman, has sent an appeal to every member of the Association to help in increasing the membership. Thirty-four state, territorial and regional associations, including the District of Columbia Library Association, are affiliated with the A. L. A. as chapters. The only local chapter is that of St. Louis.

PUBLICATIONS

The receipts from sales and subscriptions have tripled in four years. In the year ending March 31, 1920, they were $13,269; in 1921, $16,880; in 1922, $23,983; $31,506 in 1923; and $39,024 in the year just completed. It is estimated that 461,000 A. L. A. publications were distributed in those twelve months. Forty-four new publications (counting separately the individual numbers of periodical publications), ten new editions and one poster were issued. Advertising leaflets, broadsides, post cards and circulars were distributed by the tens of thousands. The editor of the *Booklist*, Emily Van Dorn Miller, in November visited twelve small cities and towns in Northern Indiana to ascertain to what extent the *Booklist* is used and in what ways it can be improved. A visit to New York publishers in February is expected to reduce the time between the publication of a book and its announcement in the *Booklist*. Since selections for the periodical are made not by one editor or staff but by many librarians in many cities, this is not an altogether easy task. In May 1924 the *Booklist* had 4,989 paid subscriptions and 113 on the free list, a total of 5,102.

PUBLICITY

Attention has been given to the sending of library articles and news to educational magazines. An article on the educational service of libraries written by William Allen White at the request of the A. L. A. was distributed by the publicity department of the American Legion during American Education Week, and probably was read by hundreds of thousands besides those readers who found it reprinted in educational magazines and bulletins. The Arkansas Hot Springs Conference last year offered unusual opportunities for book and library publicity. Many circular letters about libraries and the place of the library in education were sent to superintendents in cities and towns thruout the United States, as well as letters to normal school presidents and principals. The hospital library exhibit was shown at the Medical Library Association meeting at San Francisco and at the meeting of the American Hospital Association in Milwaukee. Circulars were distributed there and mailed to a long list of hospital superintendents and physicians. With the Publicity Committee a circular suggesting methods of library co-operation in the various "Week" celebrations was prepared and distributed to libraries generally.

EMPLOYMENT SERVICE

Suggestions have been made for some positions of importance with adequate salaries, but more have been made for minor positions at minimum salaries. A college degree or some college work in addition to library school training has been required more frequently for positions paying from $1,500 to $1,800. The most frequent requests have been for school librarians, catalogers, children's librarians, and librarians for small libraries. Approximately 600 persons are registered for changes of position. The work now needs the entire time of one trained person and a clerical assistant, until which time the service cannot be wholly adequate or satisfactory. A union list of library school alumni, begun before the war, is being brought up to date. Many college graduates have registered with the Service who are considering librarianship as a profession and wish to work in some capacity in a library before deciding to go to library school. Letters received from potential library school students and from vocational directors bear witness that the work of the Recruiting and Salaries committees of recent years is bearing fruit.

LIBRARY WAR SERVICE

In September the A. L. A. released to the Veterans' Bureau the remaining responsibility it had carried up to that time for library work in the hospitals for ex-service men, but continues to provide magazine subscriptions and books for men in hospitals not cared for by the Bureau. Magazines on a typical list are *National Geographic, Life, Popular Mechanics, Literary Digest, Saturday Evening Post, Scientific American, Photoplay, and American.* Occasionally the service has been supplied to sanitariums pending the decision of the Veterans Bureau to provide it. Investigation in a selected area of the number of ex-service men in penal institutions and of the library facilities available was made for the Association by the Chairman of the Committee on Institutional Libraries. All state commissions were circularized by A. L. A. Headquarters, working with the Committee. The survey and circularization showed that there are many ex-service men in penal institutions who would benefit from regular library service. Increased interest and activity in institution libraries by the state authorities was aroused. The A. L. A. has supplied books or magazines, or both, to penal or correctional institutions in twelve states.

Funds were appropriated as in previous years

for a portion of the library work in the United States Navy and for a small portion of the salary of the librarian of the American Library in Paris, who is also European representative of the A. L. A.

Work with the Blind

Four books were put into Braille by the Association and one number of the *Booklist of Revised Braille* issued. The latter is being continued as a part of *Outlook for the Blind*. The A. L. A. has discontinued solicitation of funds for putting books into Braille, Grade One and One-Half, and the Committee on Work with the Blind is now co-operating with the American Foundation for the Blind in this enterprise.

Staff

During the year there were added to the Headquarters Staff a general editor and a proofreader, an assistant in charge of sales and subscriptions, an executive assistant to the Temporary Library Training Board, an executive assistant in the Study of Adult Education, and several stenographic and clerical assistants. At the time of the report there were twenty-five persons on the staff, not including two or three temporary and part-time assistants, and eight are trained and experienced librarians.

AMONG LIBRARIANS

Atterberg, Hilda, 1923 Simmons, has left the Detroit Public Library system to accept a position in the children's department of the Harrisburg (Penn.) Public Library.

Ayer, Thomas P., 1913-14 Illinois, for the last six years librarian of the Federal Trade Commission, Washington, D. C., has been appointed librarian of the new Richmond (Va.) Public Library.

During the past winter the Library Board acquired the former home of Major Ginter. The City Council has appropriated $20,000 for the operation of the Library for the balance of the current fiscal year which ends January 31, 1925. A number of book bequests some of which have waited a number of years for the establishment of a public library, will soon be brought into the building and will give the library an initial equipment of approximately fifteen or twenty thousand volumes. There are also two or three other libraries which have been operating independently in Richmond which are likely at some future date to be incorporated with the Public Library System.

Baker, Margaret, 1922 Los Angeles, has been appointed librarian of the high school in Tucson, Arizona.

Bromhall, Lyda, Illinois, has succeeded Elsie Louise Baechtold, Illinois, as librarian of the Irving Bank-Columbia Trust Company. Miss Baechtold will devote her time to research work.

Brown, Charles H., librarian of Iowa State College, Ames, Iowa, had no predecessor in the position of Navy Library Specialist, as was erroneously stated in the June first issue of the Library Journal. Mr. Brown writes us that he went to the Navy Department, August 1, 1919, and organized the work at that time in conjunction with Isabel Du Bois, the present incumbent.

Burdick, Frances Grace, 1915-17 N. Y. P. L., appointed librarian, Thomas Jefferson High School, New York City.

Cook, Mildred, 1922 Simmons, has been appointed Secretary of the Vermont Library Commission, Montpelier.

Crocker, Julia, 1923 Simmons, is to be a senior assistant in the reference department of the Tacoma (Wash.) Public Library.

Drake, Genevieve, 1917 Simmons, was married May 24 to Mr. John Wilbur Torry, at Yellow Springs, Ohio.

Eastman, Linda, librarian of the Cleveland (Ohio) Public Library, received the honorary degree of Master of Arts at the ninety-first commencement exercises of Oberlin College, June 16.

Evans, Elizabeth, 1924 Riverside, has been appointed librarian of the Pacific Union College, St. Helena, California.

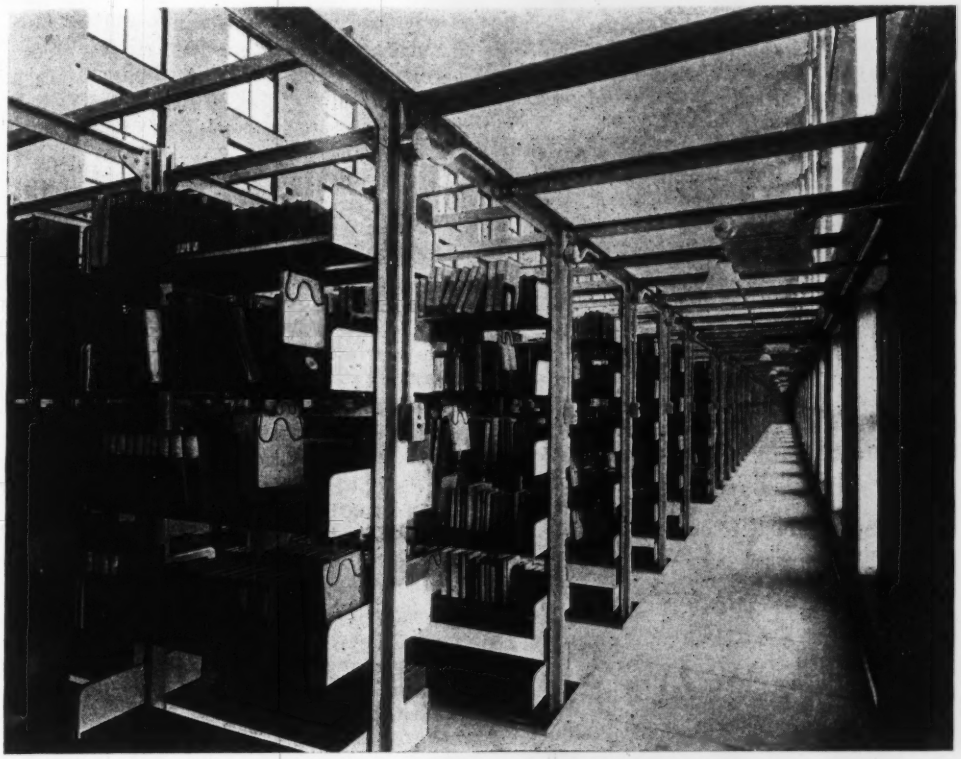
Fleming, Ruth, 1915-16 N. Y. P. L., appointed librarian, San Francisco (Cal.) State Teachers College.

Gantt, Edith, 1916-18 N. Y. P. L., appointed librarian, Plumas (Cal.) County Free Library.

Goulding, Philip S., has been appointed head cataloger in the library of the University of California, Southern Branch, Los Angeles.

Horne, Isabel G., 1921-1922 Illinois, has resigned from the staff of the South Dakota Free Library Commission to become reference assistant in the Minneapolis (Minn.) Public Library.

Howe, Harriet, has been released from her contract with Simmons College at the request of the A. L. A. Board of Education for Librarianship; to accept the position of executive secretary to the Board.



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HUTCHINS, Ruth, 1922 Simmons, has been appointed librarian of the Everett (Mass.) Senior High School.

HYDE, Mary Elizabeth, New York 1902-03, has accepted the appointment of associate professor of library science at the Simmons College School of Library science.

JOHNSON, Jeanne F., Pratt 1912, has resigned as cataloger of the Riverside Library to accept position as head cataloger of the Los Angeles County Free Library.

JONES, Carrie M., 1919 Simmons, head cataloger at the University of Idaho, has been elected President of the State Federation of Business Women's Clubs of Idaho.

LAMMERS, Sophie Josephine, 1911-12 N. Y. P. L., appointed librarian, Commerce Library, Northwestern University, Evanston, Ill.

MORSE, Gertrude, 1920 Simmons, has been promoted to the position of head of the children's department of the Evanston (Ill.) Public Library.

MORSE, Stella, 1920 Simmons, has accepted the position of librarian of Northfield Seminary, East Northfield, Massachusetts.

O'CONNOR, Alice Keats, 1911-13 N. Y. P. L., appointed librarian, Farmington (Conn.) Public Library.

PEARSON, EDMUND LESTER, 1904 New York State, has written in his "Studies in Murder" (Macmillan, 295 p., $3) the logical sequel to the last chapter in his "Books in Black or Red" of last year. In that there was mentioned a "clear unwavering star of the first magnitude, as plainly the premier amongst American murders as the Madeleine Smith in Scotland, the case of—but space is wanting to describe a masterpiece which I hope later to discuss in something approaching an adequate manner." This proves to be the Borden murders in Fall River, Mass., in 1892, and is the first of five cases of actual or supposed murder. All are American, and none of them is the Grand Old Man of American murders—the killing of Dr. Parkman by Professor Webster of Harvard College. The rich field of American murder has at last as expert and entertaining a cultivator in Mr. Pearson as Scotland and England have enjoyed in the persons of William Roughead and the late H. B. Irving. Neither of these connoisseurs of crime is a one-book man, and it is pleasant to observe that Mr. Pearson has chosen an elastic title. One may look forward to "More" and "Further" studies.

E. F. W.

SCHAER, Mildred, 1918 Los Angeles, has been appointed librarian of the Bell Telephone Company in Los Angeles.

SCHUTT, Howard Neefe, 1921-1922 N. Y. P. L., appointed educational representative, Houghton, Mifflin Company, New York City.

SNYDER, Mabel Floy, 1917-19 N. Y. P. L., appointed assistant, Detroit Public Library.

SNYDER, Mary Beck, 1912-13 N. Y. P. L., appointed assistant, Norfolk (Va.) Public Library.

SQUIRE, Eva M., 1917 Pittsburgh, succeeds Mary Armstrong Ayres as head of the children's department July 1. Miss Ayres will attend Columbia University.

TOWNE, Jackson E., 1922 Illinois, has resigned his position with the Yale University Library, in order to accept the position of supervisor of departmental libraries at the State University of Iowa Library, Iowa City.

WIGMORE, Ethel, 1916 Simmons, has been appointed librarian of the Battle Creek (Mich.) Sanitarium.

WILCOX, Leila, 1913-1914 Illinois, has resigned from the staff of the Fort Wayne (Ind.) Public Library in order to accept the position of librarian of the Port Huron (Mich.) Public Library.

WILCOX, Olga, appointed librarian of the Stockbridge (Mass.) Public Library, filling the vacancy caused by the death of Agnes W. Goodwin. Ruth Ellis was appointed assistant librarian.

WILSON, Rosalie, Riverside 1924, senior attendant in charge of the county department of the Riverside Public Library, appointed assistant to Edith M. Schulze, librarian of the Redondo Union High School, Redondo Beach, California.

WOODBURY, Edna C., 1916 Simmons, was married on June 7 to Mr. Kenneth E. Webb, in Somerville, Massachusetts.

Students who have just completed their course in the University of California Department of Library Science have accepted positions in the following libraries:

Erika J. Broecker, Stanford University Library; Dorothy M. Ellis, Siskiyou County Library; Enid L. Freeman, University of California Medical School Library; Madeleine L. Glavin, Richmond (Va.) Public Library; Blanche Harris, Library of the San Francisco *Chronicle;* Joy B. Jackson, Santa Clara County Library; Virginia H. Kilgore, Library of the Southern Branch, University of California, Los Angeles; Frances K. Leary, University of California Library; Sarah H. MacConnon, Santa Barbara Public Library; Frances Mitchel, Book Department Students' Cooperative Store, University of California; Lillian D. Moyle, Los Angeles Public Library; Frances T. Neill,

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Occidental College, Pasadena, Calif.; Pearl Ng, University of California Library; Rose M. Rotchy, Oregon Agricultural College Library; Doris E. Spinks, Berkeley Public Library; D. Stewart, University of Southern California Library.

Graduates of the University of Illinois Library School have been appointed to positions as follows: Gladys V. Baker, University of Illinois Library; Mildred Camp, temporary reference assistant, University of Illinois; Phyllis Crawford, assistant, The H. W. Wilson Company; Louise DeKraker, assistant, University of Michigan Library; Laura A. Peck, cataloger, University of Illinois Library; Sister Mary Reparata, librarian, Rosary College, River Forest, Chicago; Octavia F. Rogan, legislative reference librarian, Texas State Library; Ralph M. Whiting will complete his undergraduate work in the College of Education, University of Illinois.

Students who have completed the first year's work at the Library School and are not planning to return next fall, have received appointments as follows: Grace Anderson, cataloger, Iowa State College Library, Ames; Grace Andrews, cataloger, State University of Iowa Library; Ruth G. Balsam, assistant, Detroit Public Library; Frances Church, assistant librarian, State Teachers College, Springfield, Mo.; Helen Dawley, cataloger, University of Chicago Libraries; Jeanne Everaerts, head of circulating department, University of Brussels; Margaret M. Henkel, assistant, Detroit Public Library; Grace E. Lenfest, assistant, Nebraska Wesleyan University Library; Mrs. Emma R. Nickoley, librarian, American University, Beirut, Syria; Dorothy G. Teare, assistant, Saginaw (Mich.) Public Library; Edith Fay Hart and Jean M. Murphy, revisers in the Summer Library courses, University of Illinois.

The following were graduated from the Kansas City Public Library training class May 28, 1924, and appointed to the regular staff: Rose Beiser, Lucy Burnham, Helen Dinklage, Rose Heving, Nellie McMahon, Gertrude Messinger, Eleanor Minor, Dorothy Snow, and Frances Thomas.

Additional appointments of students who completed their work at the Library School of the New York Public Library on June 6th, 1924: Bertie Hope Craig, librarian, Henderson (N. C.) Public Library; Juana Manrique de Lara, technical librarian, Library Department, Secretary of Education, Mexico City, Mexico; Marcelle Frebault, assistant, Newark (N. J.) Free Public Library; Grace Hamilton, cataloger, Scarborough School, Scarborough, New York.

The following appointments of New York State Library School students supplement the list published in the LIBRARY JOURNAL for June 1, 1924:

Class of 1924: Mary L. Bent, head of Loan Dept., Mills College Library, Pasadena, Calif.; Irene Hayner, temporary assistant, Reference Department, Columbia University Library; Mildred L. Batchelder, children's librarian, Public Library, Omaha, Neb.; Martha S. Stuart, librarian, East Utica Free Academy.

Class of 1925: Kenneth J. Boyer, temporary assistant, Economics Division, New York Public Library; Alice M. Kirkpatrick, temporary cataloger, Massachusetts School for Feebleminded, Waverly; Raymond W. R. Maier and Mahlon K. Schnacke, temporary catalogers, Preparation Division, New York Public Library; Grace Malcolm, temporary assistant, Public Library, Albany, N. Y.; Edward F. Rowse, temporary cataloger, St. Louis Medical Library; Frances A. Joiner, temporary cataloger, Rochester Academy of Medicine; Anne K. Wendelbo, temporary cataloger, University of Chicago; Mildred Semmons, reference librarian, Ohio Wesleyan University Library; Helen L. Watson, cataloger, Mills College Library.

Members of the class of the Simmons College School of Library Science had been appointed by June 10 to positions as follows: Grace Alger, assistant in charge of school work, Cedar Rapids, Iowa, Public Library; Louise Bradford, junior assistant librarian, Massachusetts State Library; Anna Mildred Cass, cataloger, Yale University Library, New Haven; V. Irene Conklin, returning to the Detroit Public Library; Dorothy G. Crocker, children's librarian, Dearborn (Mich.) Public Library; Marguerite Currier, cataloger, Dartmouth College Library; Jessie R. Davis, general assistant, Troy (N. Y.) Public Library; Mrs. Nettie B. Guise, returning to India to the American College at Madura; Irene Constance Haley, assistant librarian, Skidmore College, Saratoga Springs, N. Y.; Rosa M. Hafey, assistant, Hartford (Conn.) High School; Nell Halloran, returning to the University of Minnesota; Ethel L. Hartness, general assistant, Clark University, Worcester; Dorothy Hyde, assistant, Norfolk House Centre Library, Roxbury, Mass.; Doris M. Johnson, loan assistant, Adelbert College, Cleveland; Dorothy L. Krisher, assistant librarian, State Teachers College, San José, Calif.; Anne C. MacDonald and Alice McLaughlin, returning to the Detroit Public Library; Janet Maynard, Detroit Public Library; Caryl Miller, cataloger, Bureau of Educational Research, Ohio State University, Columbus; Muriel Moxley, librarian, Norwich Academy, Norwich, Conn.; Dessa

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K. Palmerlee, returning to the Detroit Public Library; Lena Pool, children's librarian, Des Moines (Ia.) Public Library; Frances Pope, assistant cataloger, Miami University, Oxford, Ohio; Melitta E. Roemer, Detroit Public Library; Marjorie Rogers, reference assistant, Adelbert College, Cleveland, Ohio; Margaret E. Rupp, assistant, Vassar College, Poughkeepsie, N. Y.; H. Marguerite Starbird, reference and loan assistant, University of Maine, Orono, Maine; Mary Washburn, reference librarian, University of New Hampshire, Durham; Marion H. Weaver, assistant in the children's department, Rochester (N. Y.) Public Library; Mary Y. Wescott, cataloger, Trinity College, Durham, N. C.; Jeanette White, assistant, Portland (Ore.) Public Library; Evelyn G. Wimersberger, cataloger, Iowa State College, Ames.

Two of the class, Joy Merrill and Alice Allen, are not entering the library field, as they are to be married during the summer.

LIBRARY OPPORTUNITIES

POSITIONS OFFERED

Wanted, to take charge of children's department of the People's Library, Newport, R. I., assistant with library school training and experience. College graduate preferred. Salary, $1,500. Address: Miss May V. Crenshaw, Librarian.

Wanted as assistant children's librarian, a person with training and experience in work with children. Evanston Public Library, Evanston, Ill. Salary commensurate with qualifications.

Assistant wanted in a special library in Washington; entrance salary $1500 per year; good knowledge of Spanish required; state educational training, library experience, age, etc. Address A. P. B., care of LIBRARY JOURNAL.

Catalogers wanted at the University of North Dakota, Grand Forks, North Dakota. Initial salary $1600-$1800, depending upon previous experience. One month vacation, 38 hour week, faculty ranking. Living conditions excellent and expenses low. Requirements, college degree and one year's experience library school. Address: Alfred D. Keator, Librarian.

Wanted, trained children's librarian. Position to be filled by August or September 1st., 1924. Salary $1800. White Plains Public Library, White Plains, N. Y.

Wanted, a children's librarian. Library school training and experience desirable. State character of work. Salary $1200 to $1500. Los Angeles Public Library, Los Angeles, Calif.

Position open in children's department in a middle-west metropolitan city, which will warrant a good salary to the right person. Address N. O. 13, care of LIBRARY JOURNAL.

POSITIONS WANTED

Woman worker with experience in charge of small libraries wishes a position by September or October. Similar work in North Carolina preferred, or position as assistant in a larger library. Pacific or Atlantic coast would be second choice. References and full information as to past experience. M. M. 13.

Young woman, college graduate, varied library training, thoro knowledge of German, desires position beginning September or October, in or near New York City, special library preferred. Experience includes three years as high school teacher, two years high school librarian, one year college librarian. F. R. 13.

Wanted, position as assistant librarian in a town near New York by educated woman with executive experience in publishing houses in New York and six months' experience in library routine work. K. E.

Librarian, with experience in public, college and special libraries, desires position in New England. Present salary, $1500. N. W. F. 13.

Wanted, position as head of a public, school or college library by a trained librarian with knowledge of languages and literature and experienced in all lines of library work. Middle West preferred. W. S. 13.

Wanted, position as general library assistant; preferably in New England. Four years' experience. C. H. 13.

Wanted, position as order librarian in a university library. Applicant is a university graduate, with library school training and several years of experience in university libraries. B. W. 13.

Young woman with college and library school training and seven years' experience in public library work desires position in school or public library. J. L. 13.

LIBRARY CALENDAR

Aug. 25-27. At Victoria, B. C. Annual meeting of the Pacific Northwest Library Association.

Aug. 28-30. At Sante Fé (N. M.). Southwestern Library Association regional meeting in connection with the New Mexico Library Association.

Sept. 17-18. At Connecticut Agricultural College, Storrs. Connecticut Library Association.

Sept. 22-27. New York Library Association week at the Lake Placid Club, Essex Co., N. Y.

September 23-25. At St. Johnsbury. Vermont Library Association.

Sept. 24-26. At the University of Minnesota Library, Minneapolis. Annual meeting of the Minnesota Library Association.

Sept. 24-26. At the Manchester Public Library. New Hampshire Library Association.

Oct. 7-8. At Oconomowoc. Wisconsin Library Association.

Oct. 7-9. At Columbus. Ohio Library Association.

October 9-11. At Missoula. Meeting of the Montana Library Association.

Oct. 15-17. At the Hotel Orlando, Decatur. Illinois Library Association.

Oct. 15-17. At Saginaw. Headquarters at the Hotel Duncan. Meeting of the Michigan State Library Association.

Oct. 15-17. At Omaha. Nebraska Library Association.

Oct. 22-24. Probably at Cambridge Springs, with headquarters at the Riverside Hotel. Pennsylvania Library Association.

Nov. 12-14. At Indianapolis. Indiana Library Association.

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RECENT BIBLIOGRAPHIES

GENERAL

Boston (Mass.) Public Library. A selected list of books recently added to the library. 47p. D. pap. May 30, 1924. (v. 1, no. 5).

Carnegie Library of Pittsburgh. Books recently added to the library. *Monthly Bulletin.* June 1924. 49p. O. pap. June 1924. (v. 29, no. 6).

Edinburgh (Scotland) Public Library. List of books added to the Reference Library, George IV Bridge. 31p. O pap. June 1924.

Newman, Irene, *comp.* List of books for school libraries in the State of Wisconsin, 1924-1926. Formerly known as the Township Library List. Madison, Wis.: John Callahan, State Superintendent. 94p. O. pap.

100 worth-while books that every American, between the ages of 20 and 45, ought to read. A. L. A. 4p. pap.

Scudder, Myron T., *and others, comps.* Books for boys; the Rotary list. A. L. A. 4p. pap.

SUBJECT BIBLIOGRAPHIES

ADOLESCENCE. *See* YOUTH

ADULT EDUCATION. *See* EDUCATION, ADULT

AGRICULTURE

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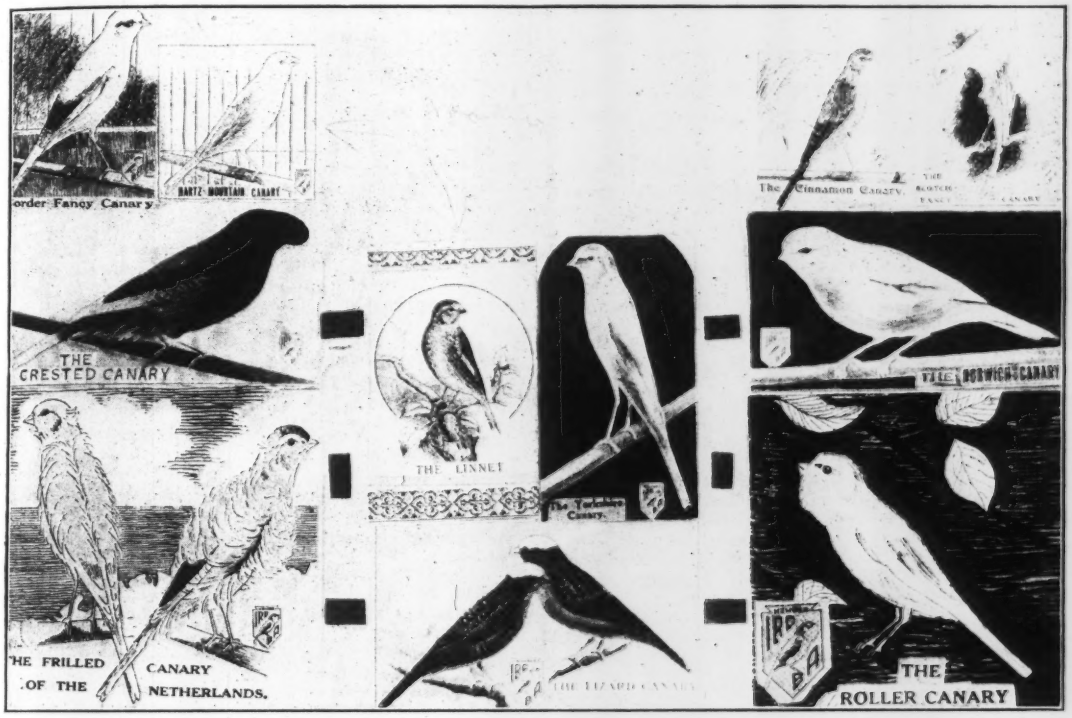

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